
School-Based SLPs: Language Disorders vs. Language Differences for English Language Learners

RESOURCE HANDBOOK

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Richard W. Herzberg, PhD
Executive Director

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About Your Instructor

MARGO KINZER COURTER is a speech-language pathologist, author, international expert, and presenter on topics related to language and academic success. She is passionate about helping School-Based SLPs identify language acquisition, differences, and disorders for the appropriate identification of a language disorder for ELs. She works with a team that trains and supports teachers and reading specialists for English Learners with language disorders and specific learning impairments in literacy.

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- Credentialed by a national regulatory agency to practice speech-language pathology or audiology
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3	1
6	2
9	3
12	4

PRACTICUM & COURSE ELEMENTS

Develop activities based on the information you have just learned. Each activity must be designed so that it can be implemented in your curriculum. They may be geared to K-12 students, staff or others. Complete requirements will be sent after registration.



TITLE PAGE

The report must include a title page with your name, address, UMass Global ID number, course number (refer to confirmation letter), course title, date(s), and a one paragraph description. The title page must also include the grade level, number of students, and any special information about the student population (e.g. at risk, ESL, etc.) that is the intended audience/participants.



QUALITY OF COURSEWORK

Your grade will be not only based on the quality of the activities but the accuracy, detail, and rigor of your paper. The quality of the overall paper will be graded for format, grammar, spelling, punctuation, required length, and other qualities expected of graduate level work.



ACTIVITY DESCRIPTION

Write about each activity separately and in detail. Each activity must be at least one full page (not including title page), typed, single-spaced, 12 point font and one inch margins. Use narrative form (no bullets, no numbers, no incomplete sentences). List all materials that you and the participants used (e.g. handouts, books, props, etc.). Explain how activities meet appropriate developmental needs. Discuss how activities relate to the program. Include documentation for each activity.



LEARNING OBJECTIVES AND ASSESSMENTS

Write specific learning objectives for each activity. Include what you expect to achieve and how you will accomplish it. Evaluate the students' learning experience and describe the assessment methods. Relate the assessment to the learning objectives. Include a sample of assessment tools.



SELF-EVALUATION

Write a self-evaluation of your own strengths and weaknesses as you developed and implemented these activities. Discuss what you would do differently next time and suggest areas for improvement.

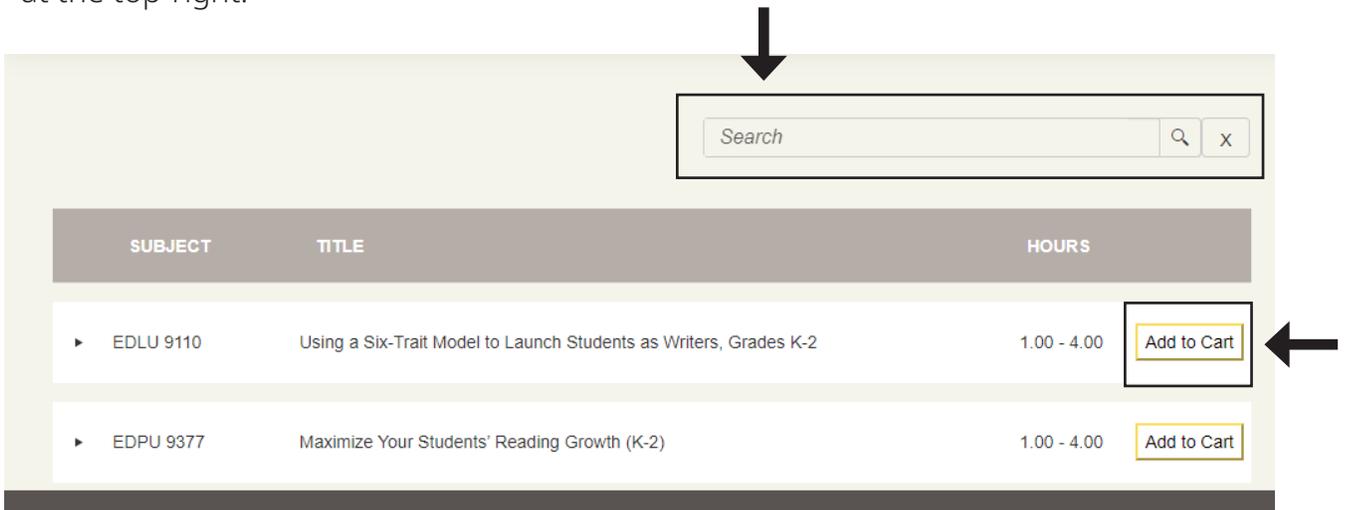
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The screenshot shows a search bar at the top with the text "Search" and a magnifying glass icon. Below the search bar is a table with three columns: "SUBJECT", "TITLE", and "HOURS". The table contains two rows of data. The first row has a subject code "EDLU 9110", a title "Using a Six-Trait Model to Launch Students as Writers, Grades K-2", and hours "1.00 - 4.00". The second row has a subject code "EDPU 9377", a title "Maximize Your Students' Reading Growth (K-2)", and hours "1.00 - 4.00". To the right of each row is an "Add to Cart" button. A black arrow points to the "Add to Cart" button for the first row.

SUBJECT	TITLE	HOURS	
▶ EDLU 9110	Using a Six-Trait Model to Launch Students as Writers, Grades K-2	1.00 - 4.00	Add to Cart
▶ EDPU 9377	Maximize Your Students' Reading Growth (K-2)	1.00 - 4.00	Add to Cart

- 4 Select “Add to Cart” and check-out by clicking on the shopping cart icon.



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- Participation Certificate must be submitted with your completed coursework to the grader.
- Submit your registration form within 30 days of having attended the training.
- Upon registration, you will receive an email with your user name and password to activate your UMass Global Account. This allows you to view grades, print a statement of account, access an unofficial transcript, and order an official transcript.
- Your confirmation letter and grading information will follow. This serves as your receipt and contains information on navigating your UMass Global Account.
- FAQs may be found on our website www.umassglobal.edu/ber
- If you have any questions, please contact exed@umassglobal.edu or 800-632-0094
- Information on ordering a transcript: www.umassglobal.edu/extended-education/student-resources

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- PD facilitators to support PD sessions with groups of any size
- Individuals and small groups interested in self-study

Each Resource Guide contains suggestions for utilizing the PD Resource Kit and a variety of print resources that may be reproduced for use by participants in their own classrooms. To see available programs and preview video clips, please visit www.ber.org/pdresourcekits



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Links

Margo's Website Go to MORE, THERAPY MATERIALS (create an account) and scroll down to EL www.courtercommunications.com

Shared Google Drive

Stages of Acquisition and Strategies/Materials for each stage

<https://drive.google.com/drive/folders/1CROYobmaCeD5fHvHNIIKsXBQRz4TVC6q?usp=sharing>

Shared Google Drive for this workshop

https://drive.google.com/drive/folders/1Rr8C8rxTo5r6As5WF0gR03NGpRbI_IGQ?usp=sharing

Overview

Pham, Clapperton, O'Brien, Liu, and Gibson (2021) define culturally and linguistically diversity as those who were born in non-English-speaking countries and/or their main language spoken at home is not English. Others add those whose cultural values and background may differ from the mainstream culture.

Ethical decision making for culturally and linguistically diverse students must consider several factors. Among these are:

1. Terminology

The United States Department of Education refer to culturally and linguistically diverse students as **English Learners**. The definition includes the following: "An individual (1) was not born in the United States or has a native language other than English; (2) comes from environments where a language other than English is dominant; or (3) is an American Indian or Alaska Native and comes from environments where a language other than English has had a significant impact on the individual's level of English language proficiency" (<https://nces.ed.gov/programs/coe/glossary>).

Many states have recently adopted the term Emergent Bilingual to reflect students' linguistic repertoires are always emerging and acknowledge that language development takes time. The term refers to the potential that students learning English have to become bilingual or multilingual. And, it focuses on the students' bilingual practices and capacities instead of only focusing on learning English.

2. Stages of Language Acquisition

Educators must understand the stages of a new language acquisition and support the student in gaining the skills necessary at each level. This also includes modifications to the curriculum during the first three stages.

3. Provision of Culturally and Linguistically Appropriate Classroom and Educational Opportunities

This is often provided in a variety of ways. This may be through English as a Second Language services which may be delivered in various ways. Some programs include bilingual program models. The third option includes programs that provide neither instruction in the native language nor direct instruction in ESL. Please refer to the following website for further information: Some programs provide neither instruction in the native language nor direct instruction in ESL. The best program is tailored to meet the linguistic, cultural, and academic needs of students through instruction supports progression through school at a rate commensurate with their native-English-speaking peers. <https://www.colorincolorado.org/article/program-models-teaching-english-language-learners>

4. Understanding Language Differences

Educators must understand when a student's first (second, etc.) language is influencing English. A difference is not a disorder.

5. Identifying Signs of a Language Disorder

A student who is bilingual or emergent bilingual may also have a language disorder. These students should also be involved in RTI/MTSS services to determine if the student needs learning techniques or if the student is demonstrating signs of a language disorder that is impacting learning.

The Goal:

The goal is appropriate identification of acquisition, difference or disorder. Emergent bilingual students are often overrepresented in school districts with small EL and are often underrepresented in school districts with larger EL populations.

https://www.nclد.org/wp-content/uploads/2020/10/2020-NCLD-Disproportionality_-_English-Learners_EL_FINAL.pdf

<https://sites.ed.gov/idea/osep-fast-facts-students-with-disabilities-english-learners>

The number of students with disabilities that are ELs in the U.S. grew by close to 30% between SY 2012 and SY 2020. Fifty-one states saw an increase in the number of students with disabilities that are ELs while eight saw a decrease.

<https://nces.ed.gov/programs/coe/indicator/cgf/english-learners>

In order to determine if a student has a language disorder, many factors must be considered.

1. First and foremost, a student must have speech or language problems in his/her native language/s to meet eligibility criteria for a language disorder (Fairchild, 2017).
2. Information about culture, background and prior knowledge, languages spoken, and language development in L1
3. Account for the process of language development, language loss, the impact of language dominance fluctuation, and the influence of dual language acquisition and use when differentiating between a disorder and a difference.
4. Early intervening services such as Multi-Tiered Systems of Support (MTSS) to determine learning problems that cannot be explained based on lack of experience.

Learning Objectives

1. Discuss supporting cultural and linguistic diversity.
2. Explore the five stages of a new language acquisition.
3. Determine MTSS/RTI intervention strategies for each stage of acquisition.
4. Learn characteristics of language differences vs. language disorder
5. Develop strategies for the five domains of language to support English Learners with language disorders.

Turn and Share: Myth or Fact

Discuss each of the items below. Determine if the statement is a myth or a fact.

1. Myth Fact It is better if everyone in a child's life only speaks one language to them.
2. Myth Fact Bilingualism has been shown to improve a child's ability to learn new words, identify sounds, and problem-solve
3. Myth Fact Children become bilingual just by listening to others around them speaking another language.
4. Myth Fact Bilingual children should not mix the two languages while speaking
5. Myth Fact Bilingual children who progress slower than students of similar background may indicate a language disorder.
6. Myth Fact Families should speak whichever language is most comfortable for them.
7. Myth Fact True communication disorders will be evident in all languages used by an individual.
8. Myth Fact A language disorder affects the student's ability to learn any language
9. Myth Fact Students are ready to learn the curriculum as soon as they enter an English speaking school.

Please stay on this page

Myth or Fact Answers

1. Myth Fact It is better if everyone in a child's life only speaks one language to them.
This will lead to subtractive bilingualism which has cognitive consequences.
 - a. Subtractive bilingualism can have negative consequences for students' academic performance, and which argues that attaining academic proficiency in each language enables students to reap the full benefits of bilingualism (Baker 2006; Cummins 2000; Valenzuela 1999)
 - b. Baker (2006) clarifies that native language literacy skills cannot be transferred to L2 if the L1 has not been developed sufficiently.
2. Myth Fact Bilingualism has been shown to improve a child's ability to learn new words, identify sounds and problem-solve
 - a. Bilingualism has been associated with improved metalinguistic awareness (the ability to recognize language as a system that can be manipulated and explored), as well as with better memory, visual-spatial skills, and even creativity (Diaz & Klingler, 1991).
 - b. To maintain the relative balance between two languages, the bilingual brain relies on executive functions, a regulatory system of general cognitive abilities that includes processes such as attention and inhibition. (Bialystok, Craik, & Luk, (2012).
3. Myth Fact Children become bilingual just by listening to others around them speaking another language.
 - a. Learning a language is an active process. It requires opportunities for the child to practice communication with others. The child has to listen and respond (Ibanez, 2016)
4. Myth Fact Bilingual children should not mix the two languages while speaking
 - a. Brain regions are active when bilingual people perform tasks in which they are forced to alternate between their two languages increasing activation in the dorsolateral prefrontal cortex (DLPFC), a brain region associated with cognitive skills like attention and inhibition.
 - b. Along with the DLPFC, language switching has been found to involve such structures as the anterior cingulate cortex (ACC), bilateral super marginal gyri, and left inferior frontal gyrus (left-IFG), regions that are also involved in cognitive control (Bialystok, Craik, & Luk, G. 2012; Hernandez, Martinez, & Kohnert, (2000).

- c. Translanguaging is defined as the deployment of a speaker's full linguistic repertoire without regard for watchful adherence to the socially and politically defined boundaries of named (Otheguy, García, & Wallis, 2015).
 - i. promotes a deeper and fuller understanding of the subject matter
 - ii. helps the development of the weaker language
 - iii. facilitates home-school links and cooperation
 - iv. helps the integration of fluent speakers with early learners (Baker, 2011)
- 5. Myth Fact Bilingual children who progress slower than students of similar background may indicate a language disorder.
 - a. Roseberry-McKibbin (2018) lists this as an indicator of a language disorder
- 6. Myth Fact Families should speak whichever language is most comfortable for them.
 - a. This will provide a more enriched linguistic environment. It also supports the student being able to communicate within their home and community environment (Ibanez, 2016)
 - b. There is ample support in the literature for the argument that EL students who have the opportunity to develop and maintain their native languages in school are likely to outperform their counterparts in English-only programs and experience academic success (Baker 2006; Krashen and McField 2005; Thomas and Collier, 2002)
 - c. Skills that students acquire in their native languages are found to transfer to English (Cummins 2000).
- 7. Myth Fact True communication disorders will be evident in all languages used by an individual.
- 8. Myth Fact A language disorder affects the student's ability to learn any language
- 9. Myth Fact Students are ready to learn the curriculum as soon as they enter an English speaking school. In the early stages of a new language acquisition, students are learning vocabulary and basic interpersonal communication skills and will require modification to the curriculum.

Reflection and Review:

How did you do on Myths vs. Facts?

Did you learn anything new already that will help drive your understanding and decision making?

Conclusion

As we begin to discuss language differences vs. language disorders, we have to begin with a basic agreement on the facts about bilingualism. This can help us to begin to understand and lay to rest some of the myths especially when we add the next component of students that are demonstrating a language disorder. A language disorder will occur in all languages that the student speaks. Research tells us that it is important to maintain as much of the first language as possible. As we move through our day, we will discuss how to keep the L1 and the L2 linked together as we choose our goals for therapy.

Resources

- Transforming Schools for English Learners: A Comprehensive Framework for School Leaders (Zacarian, 2011)
- Culturally Responsive Teaching & the Brain: Promoting Authentic Engagement and Rigor Amon Culturally and Linguistically Diverse Students (Hammond, 2015)
- Bilingual Communication Assessment Resource (BCAR) (Mattes and Saldana Illingworth, 2009)
- Difference or Disorder? Understanding Speech and Language Patterns in Culturally and Linguistically Diverse Students (Kester, 2014) Includes: Hebrew, Korean, Vietnamese, German, Czech, Japanese, Farsi, Mandarin, African American English, French, Russian, Spanish, and Arabic
- Multicultural Students with Special Language Needs: Practical Strategies for Assessment and Intervention 5th Edition (Roseberry-McKibbin, 2018)
- Learn Languages
Provides information regarding sounds, vocabulary, and parts of speech in 95 different languages. <http://mylanguages.org/>
- Omniglot The Online Encyclopedia of Writing Systems and Languages
<https://omniglot.com/>
- <https://www.wordreference.com/> (18 languages)
- www.onelook.com Online dictionary that provides a user friendly definition.
- <https://www.collinsdictionary.com/us/> Translates English to 8 other languages
- www.lessonpix.com for pictures

- <https://lessonpix.com/articles/3/223/Translation+Tool> Translates boards into 100 different languages

Interpreter Services

- <https://www.language.com/> (interpreters and translators)
 - APP: LanguageLine Insight
- <https://dialog-one.com/>
- App: CyraCom Interpreter (Translates over 24 languages)

Translation

- <https://www.linguee.es/> (translates text from ten languages)
- App: iTranslate Voice (translates 40 languages)
- App: The Interpreter-translator (translates more than 70 languages)

Definitions

The following definitions are provided as a reference. It is important for all of us working with students with a language disorder and English learner to be on the same page.

Three Groups of EL Learners

The following three categories of EL students are presented by Levine & McCloskey (2009), and Pransky (2008).

Literacy Oriented

Typically, these students are in a literacy enriched environment at home. Books are in the environment, and there is a focus on developing the language and cognition needed for learning. These students typically enter American school with school matched language and thinking skills needed in formal education.

Students who have developed grade level or above language arts, math, science, and social studies skills in their native language develop the English language quicker (Collier & Thomas, 1998; August and Shanahan, 2006; Genesee, Lindholm-Leary, Christian, W. Saunders, B. Saunders, 2006).

Nonliteracy Oriented

Typically, these students come to school without a strong literacy background and are not prepared for American schools. They specifically require programs designed to language and literacy skills needed for academic success.

Culturally Disrupted

This group of students have experienced disruptions in their lives such as poverty, war, long term stress, frequent moves, and a host of other potential problems that are not conducive to formal education. They have not experienced the same acculturation (a process in which an individual adopts, acquires, and adjusts to a new cultural environment as a result of being placed into a new culture) as literacy and nonliteracy oriented students have.

Cultural Diversity

Culture diversity can incorporate a variety of factors, including but not limited to age, disability, ethnicity, gender identity (encompasses gender expression), national origin, race, religion, sex, sexual orientation, and veteran status. We will further explore surface, shallow, and deep culture and the impact on learning.

Linguistic Diversity

There are an average of over 7000 languages spoken throughout the world with many dialectical differences. Linguistic diversity is the differences between different languages and the ways that people communicate with each other. Languages are systematic and bound by rules. Therefore, linguistic diversity covers varied types of traits including the grammar and vocabulary of various languages and dialects and the understanding and respect of each aspect of a language and dialects.

Basic Interpersonal Communication Skills (BICS)

Language skills needed in everyday, social face-to-face interactions. The language used in these social interactions is **context embedded**. That is, it is meaningful, cognitively undemanding, and non-specialized. It takes the learner from **six months to two years** to develop BICS (<https://www.colorincolorado.org/faq/what-are-bics-and-calp>).

- Oral language only
- Used for social communication
- Learned naturally in daily environments
- Supported by gestures and intonation
- Casual and informal conversations
- Short and simple sentences

Cognitive Academic Language Proficiency (CALPS)

Proficiency in academic language or language used in the classroom in the various content areas. Academic language is characterized by being **abstract, context reduced**, and specialized. In addition to acquiring the language, learners need to develop skills

such as comparing, classifying, synthesizing, evaluating, and inferring when developing academic competence. It takes learners **at least five years** to develop CALP. Research from Collier and Thomas (1995) has shown that it may take children with no prior instruction or no support in native language development at least seven years to develop CALP <https://www.colorincolorado.org/faq/what-are-bics-and-calp>

- Formal oral communication, reading and written communication
- Gained primarily through school
- Taught explicitly
- Not usually supported by gestures or intonations
- Longer and more complex sentences
- Can take 5-10 years to become proficient

The gap between BICS (6 months to 2 years to develop and CALP (5 or more years to develop) often leads professionals to falsely assume that the children have language-learning disabilities or that language skills are higher than what the student demonstrates in the classroom because of language in social situation.

Language Difference

A rule governed language style that deviates in some way from the standard usage of the mainstream culture.

Language Disorder

A significant discrepancy in language skills compared to the normative standards for a client's age or developmental level. For students who are bilingual, the language disorder occurs in both languages.

Long Term English Language Learner (LTELL)

Students who have attended schools in the USA for seven or more years and still require language support services. (In 2010, LTELL students made up one-third of the EL population in the secondary schools in New York City. In that same year, California reports ½ of the EL population was LTELL.)

<https://katemenken.files.wordpress.com/2011/10/menken-kleyn-ijbeb-134-july-2010-subtractive-schooling-ltell1.pdf>

<https://www.californianstogether.org/long-term-english-learners/>

There is ample support in the literature for the argument that ELL students who have the opportunity to develop and maintain their native languages in school are likely to outperform their counterparts in English-only programs and experience academic

success (Baker 2006; Krashen and McField 2005; Thomas and Collier 1997, 2002). This is because the skills that students acquire in their native languages are found to transfer to English (Cummins 2000).

LTELLs are orally proficient for social purposes in English and their native language, their skills in these languages are several grade levels below in reading and writing, resulting in poor overall academic performance (Menken, Kley, and Chae 2007).

Subtractive Bilingualism

Cummins (1984, 1998) stated that certain levels of language proficiency must be achieved in the first language before language transfer can occur and before the cognitive advantages of bilingualism can be promoted.

The acquisition of English while losing the native language has strong consequential effects: (1) the child's language may resemble a language learning disability; (2) communication with parents may diminish; (3) it may take significantly longer to develop full academic language skills in English (Thomas & Collier, 1997); and transference of learned language skills from L1 to English will be diminished (Cummins, 1984, 1998). Research has demonstrated that promoting bilingualism promotes English language development and acquisition (Brice & Brice 2009; Brice & Wertheim, 2004/2005).

Additive Bilingualism

While learning a second language, one's first language skills and culture remains valued. Total additive bilingualism is also said to be achieved when one is consistently able to hold onto, and remain positive, in their L1 culture whilst possessing the same attitude towards their L2.

- There is greater efficiency in processing information, cognitive benefits, thus, learning benefits to additive bilingualism (Bialystok, Craik, and Luk, 2012).
- Continued academic development of both languages conferred cognitive/linguistic benefits whereas less well-developed academic proficiency in both languages limited children's ability to benefit cognitively and academically (Cummins, 2000).
- Bilingualism is associated with improved metalinguistic awareness, better novel word comprehension, better memory, morphological awareness skills, and visual spatial skills (Roseberry-McKibben, 2018)
- Goldenberg (2008) notes that in spite of controversies surrounding bilingual education in the USA, research in the field is conclusive that: 'teaching students

to read in their first language promotes higher levels of reading achievement in English' (14).

Simultaneous Bilingualism

Two languages are developed simultaneously from infancy. Children who learn two languages simultaneously develop language milestones in the same timeframe as monolingual children.

Sequential Bilingualism

Exposed to a second language at a later time.

- If a student is introduced to a second language before L1 is firmly established, the first language may be arrested or may regress while the child learns the L2. This student will have greater difficulty developing CALP (Roseberry-McKibbin, 2018)

Codeswitching

Alternating between two languages. This is a typical pattern for proficient bilingual speakers (Brice, 2015).

Translanguaging

The deployment of a speaker's full linguistic repertoire without regard for watchful adherence to the socially and politically defined boundaries of named (Otheguy, García, & Wallis, 2015).

Accent, Dialect, Phonetic Patterns

Accent and dialect influence phonetic patterns in individuals who are bilingual. Accent describes the way people sound or the pronunciation. Dialect describes "a rule-governed, systematic variation of a language" and includes accent as well as grammatical structures and semantics. Clinicians differentiate the influence of accent and dialect from communication disorders, including phonological disorders (Goldstein, 2000, Wolfram & Schilling-Estes, 1998).

Learning Objective 1: Cultural Competence and Diversity

Culture and cultural diversity can incorporate a variety of factors, including but not limited to age, disability, ethnicity, gender identity (encompasses gender expression), national origin (encompasses related aspects e.g., ancestry, culture, language, dialect, citizenship, and immigration status), race, religion, sex, sexual orientation, and veteran status. Linguistic diversity can accompany cultural diversity." (ASHA, 2017)

- Cultural competence involves the ability to respect, recognize, value, and honor to the unique combination of cultural variables and the full range of dimensions of diversity that the professional and client/patient/family bring to interactions (ASHA, 2019).

ASHA provides the following tools to determine your cultural competency

- Cultural Competence Assessment Tool
<https://learningcenter.asha.org/diweb/catalog/launch/package/eid/56626>
- Cultural Competence Checklist: Personal Reflection
<https://www.asha.org/uploadedFiles/Cultural-Competence-Checklist-Personal-Reflection.pdf>

Cultural Diversity

The following provides some generalizations of cultural diversity. This is only a road map as not all members of a culture will have the same beliefs, values, or customs. Hammond (2014) explains culturally responsive teaching. She explains shallow and deep culture by using a tree (illustrated by Maynard). Surface and shallow culture is represented by the trunk and branches because it is what we observe. The remarks that these can change over time as people move and form new social groups. She goes on to discuss the roots as deep culture which is responsible for background knowledge which shapes learning.

Surface Culture

Surface culture includes observable and concrete elements of culture such as food, dress, music, and holidays.

Shallow Culture

This is the area that we often concentrate our efforts on and often deem someone from a pragmatic perspective. Shallow culture includes the unspoken rules around everyday social interactions such as what is seen as courtesy, attitudes toward elders, friendships, time, personal space, eye contact, touching, theories of wellness/disease, child rearing principles, how to handle emotions, and concepts of time.

Personal Space

Cultures also vary widely with how much space is considered necessary to feel comfortable. Erickson (2017) provides the following generalities.

- Contact cultures requiring less personal space typically includes South America, the Middle East, Southern Europe)
- Non-contact cultures requiring more personal space typically includes Northern Europe, North America, Asia

Concepts of Time

- Clinicians need to be aware that some cultures do not consider arriving late to be rude or disrespectful. Thus, tardiness should not be taken as a personal offense, nor should it be interpreted as a lack of interest in treatment (Prath, 2019)
- Ro (2012) in the Business Insider provides a great chart that shows punctuality of several cultures <https://www.businessinsider.com/how-different-cultures-see-punctuality-2016-7>

Involvement

- If one member is not present for meetings or interactions, it should not be interpreted as a lack of involvement (Hanson & Lynch, 2004).
- Many cultures are very class conscious, with members of different social classes not socializing together. Because of this concern with class and status, individuals may be particularly attentive to good hygiene and physical appearance. For others, this might not be a priority.
- Having a title or being a medical professional can be held in high regard. Some cultures see the professional as the one who interacts with the child and the parent does not “overstep their bounds.” This can be frustrating for clinicians who are trying to increase parent or caretaker involvement. For some families, if they are not explicitly taught that they can and should practice with their child, they will see this as your role and will not follow through on your suggestions.
- Some cultures see challenging a professional as proof that they care about their child.

Deep Culture

Deep culture governs how one truly learns. It is based on unconscious assumptions that make up our world view. It includes cosmology (view of what is good and what is bad) and this guides ethics, spirituality, health and theories of competition and cooperation. It impacts how new information is processed, interpreted, and categorized. This can be fundamental. For example, in Eastern cultures (Asia, Middle East) red may signify good luck and in Western culture (South and North America, European countries, New Zealand and Australia) may see the color red as danger.

Learning Based on Deep Culture

The way students learn is largely impacted by their deep culture. Samovar and Porter (1991) explain deep culture as a medium that touches and alters all aspects of human life, including personality, how people express themselves (which includes displays of emotion), the way they think, how they move, and how problems are solved.

Information below was gathered through Pratt-Johnson, Y. (2006, February). Communicating cross-culturally: What teachers should know. *The Internet TESL Journal*, 12(2). Retrieved from <http://iteslj.org/Articles/Pratt-Johnson-CrossCultural.html>

Individual Society vs a Collectivistic Society

Members of **individualistic** societies may tend to rely less on their relationships. More often than not, they pride themselves on individual traits and value this in others.

- Examples: United States, Western Europe (i.e.: Belgium, Denmark, Finland, France, Germany, Greece, Ireland, Italy, Portugal, Spain, United Kingdom (UCLA Center for European and Russian Studies, <https://www.international.ucla.edu/euro/countries/westeurope>)

A culture is **collectivistic** when great value is placed on the group and membership in the group. These societies form close ties between individuals and reinforce extended families and collectives where responsibility is shared for fellow members of the group. Decisions and actions are made that serve to support the group (Hofstede, 2001; Tomoeda & Bayles, 2002).

- The Latino culture, as an example, is often considered collectivistic, with extended families seen as fundamental and the foundation of how the family members relate to the world. The family is considered to be the most valued institution, with extended family members typically included in decision-making and child-rearing issues (Maestas & Erickson, 1992).
- Other examples: China, Korea, Japan, Taiwan, Venezuela, Guatemala, Indonesian, Ecuador, Argentina, Brazil, and India

Ways of Knowing

- In some cultures, information is gathered through research in libraries and on the Internet. These cultures appreciate evidence that can be measured and documented. However, other cultures may acquire information through non-academic sources, such as information that is passed down by elders.
- Some students tend to learn best by observing and then doing, others by verbal instruction, and still others by using visual and written instructions.

Ways of Solving Problems

Cultures reason differently and arrive at solutions based on their distinctive values, philosophy, and beliefs.

Ways of Communicating Nonverbally

Nonverbal communication varies based on culture. For example: children who will not make direct eye contact when talking to a teacher, because to do so would show lack of respect in their culture.

Children who smile not because they are happy but because they are embarrassed or do not understand and are afraid to ask questions; others who rarely smile, such as students from Korea: "In Korean culture, smiling signals shallowness and thoughtlessness. (Dresser, 1996).

Ways of Learning

- Some students may learn through collaborative activities and working in groups. Other students based on cultural identity may work better independently.
- In some cultures, the teacher is always the center of class activities and the sole authority figure; students from this type of background may be reluctant to participate in class discussions and activities (Pratt- Johnson, 2006).

Resources

Hammond, Z. (2015) *Culturally Responsive Teaching & The Brain: Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students*. Sage Publishing.

Pratt-Johnson, Y. (2006, February). Communicating cross-culturally: What teachers should know. *The Internet TESL Journal*, 12(2). Retrieved from <http://iteslj.org/Articles/Pratt-Johnson-CrossCultural.html>

How culture affects teaching & learning. (2011, June 7). *Viewpoint Innovation*. Retrieved from <http://viewpoint-innovation.com/?p=205>

Clinically Competent Services: Cultural Responsiveness

According to ASHA (2017), clinicians are responsible for providing competent services, including cultural responsiveness to clients/patients/families during all clinical interaction. Responsiveness to the cultural and linguistic differences that affect identification, assessment, treatment, and management includes the following:

- Completing self-assessment to consider the influence of one's own biases and beliefs and the potential impact on service delivery
- Demonstrating respect for an individual's age, disability, ethnicity, gender identity, national/regional origin, race, religion, sex, sexual orientation, and veteran status

- Integrating clients'/patients'/families' traditions, customs, values, and beliefs in service delivery
- Identifying the impact of assimilation and acculturation on communication patterns during identification, assessment, treatment, and management of a communication disorder/difference
- Assessing/treating each client/patient/family as an individual and responding to his/her unique needs, as opposed to anticipating cultural variables based on assumptions
- Identifying appropriate intervention and assessment strategies and materials that do not violate the client's/patient's/family's unique values and/or create a chasm between the clinician and client/patient/family and his/her community
- Using culturally appropriate communication with clients/patients, caregivers, and family so that information presented during counseling is provided in a health literate format consistent with clients'/patients' cultural values
- Referring to/consulting with other service providers with appropriate cultural and linguistic proficiency, including using a cultural informant or broker
- Upholding ethical responsibilities during the provision of clinically appropriate services

Resources

<https://www.asha.org/PRPSpecificTopic.aspx?folderid=8589935230§ion=Overview>

<https://sites.google.com/pdx.edu/multicsd/home>

Reflection and Review:

Do you take into consideration some of the cultural bias (i.e.: space, punctuality, gender roles and involvement) as you are participating in IEP meetings or discussing therapy with parents and caregivers?

What adjustments do you need to make to understand and accommodate cultural differences?

I often hear frustration when families are late for meetings, or the mother does not speak during the meeting. How can you support the family's culture when you hear comments like this?

Conclusion

Cultural bias can interfere with attitudes toward families and students if we do not understand, appreciate, and support the culture of those we serve. To provide clinically competent services, we must make sure that we recognize any cultural biases that we may have and work to better understand these biases so we can treat each student respectfully.

Learning Objectives 2 & 3: 5 Stages of a New Language Acquisition & Strategies for Each Stage

This section will provide information on each stage of a new language acquisition as well as some instruction strategies to support students in each stage. First, let us take a minute to discuss Every Student Succeeds Act and what is in the law regarding English Learners

Every Student Succeeds Act (ESSA) and EL

In December 2015, President Barack Obama signed Every Student Succeeds Act (ESSA) into law. This new law replaced the No Child Left Behind Act (NCLB). Most of the information below is credited to García Mathewson (2016). Areas of this federal law that impact EL include:

ESSA Mandates

- States must create a uniform process for identifying English learners, assigning them services, and, later, moving them out of EL classes and into general education.
- During the first year in the United States, EL immigrants/refugee students will need to take both math and reading assessments and have the results publicly reported but does not count toward a school's rating.

- Districts can use growth as a measure of academic progress for accountability purposes for students' first two years in the country. By year three, however, immigrant students must be assessed the same way as their peers.
- Schools must build English proficiency rates into their accountability framework for Title I, which provides money to support low-income students more broadly.
- If English learners are consistently not doing well in a school, that school will be flagged for targeted improvement and administrators will have to outline a plan for improving outcomes, even if the rest of the school is high performing.

Resources

<https://www.asha.org/Advocacy/federal/Every-Student-Succeeds-Act/>

<https://www.educationdive.com/news/4-ways-essa-will-change-how-schools-serve-ell-students/428266/> (most of the information above is from this website).

Stages of New Language Acquisition

Oliveri (2018) and Hill & Bjork (2008) offer the following 5 Stages in a new language acquisition. As noted in the definitions, there are cognitive advantages of maintaining the first language while the student is learning English.

Potential Roadblocks to a New Language Acquisition

1. A **Language disorder** – a student with a language disorder in L1 will have more difficulty developing a new language.
2. **Subtractive bilingualism** has many disadvantages in the acquisition of a new language. Haynes (2005) offers the following suggestions during these stages of acquisition. These can be used in the classroom by the teachers and by the speech-language pathologist during MTSS/RTI or therapy if the student is also showing a language disorder.
3. **Literacy, Nonliteracy Oriented Home Environments or Culturally Disrupted**
 - a. Students who have developed grade level or above academic skills in their L1 learn an L2 more quickly than younger students (Collier & Thomas, 1998; August and Shanahan, 2006; Genesee, Lindholm-Leary, Christian, W. Saunders, B. Saunders, 2006).

4. Age of Learning a New Language

A study performed at Massachusetts Institute of Technology (2018) showed that a student ten years and younger is more likely to achieve native like knowledge of English grammar.

5. Dual Language Immersion (DLI) Programs

DLI programs provide both native English speakers and English learners with general academic instruction in two languages from kindergarten onward.

Valentino and Reardon (2015) found that ELs placed in a bilingual environment—be it dual-language immersion or other bilingual education programs—showed faster academic growth in English language arts than peers placed in monolingual English programs.

In a study in Portland Public Schools (2012), EL students were three percentage points more likely to have reached English proficiency by grade 6. This effect was stronger for English learners whose native language matched the partner language (the language other than English that instruction is provided in), for whom the effect was as high as 14 percentage points in sixth grade.

Resources

The following resources from Word Class Instructional Design and Assessment (WIDA) and English Language Proficiency Assessment (ELPA 21) offer what a student is able to do at each level of English language proficiency.

Can Do Descriptors

ELPA 21

https://www.oregon.gov/ode/educator-resources/assessment/Documents/elpa21_achievementlevel_descriptors_K-12.pdf

WIDA

<https://wida.wisc.edu/teach/can-do/descriptors>

New Language Acquisition

The following Google Drive provides activity ideas for each state of a new language acquisition. In the first three stages, anytime L1 and L2 can be paired together, L1 can support L2 as well as skills being gained in both languages. These activities are appropriate for any student learning a new language, supporting students through the stages of a new language acquisition, RTI/MTSS, or in direct language therapy.

<https://drive.google.com/drive/folders/1CROYobmaCeD5fHvHNIIKsXBQRz4TVC6q?usp=sharing>



Crosswalk to Bloom's Taxonomy

In 1956, Benjamin Bloom with collaborators Max Englehart, Edward Furst, Walter Hill, and David Krathwohl published a framework for categorizing educational goals: *Taxonomy of Educational Objectives*. Familiarly known as [Bloom's Taxonomy](#), this framework has been applied by generations of K-12 teachers and college instructors in their teaching.

A group of cognitive psychologists, curriculum theorists and instructional researchers, and testing and assessment specialists published in 2001 a revision of Bloom's Taxonomy with the title [A Taxonomy for Teaching, Learning, and Assessment](#). This title draws attention away from the somewhat static notion of "educational objectives" (in Bloom's original title) and points to a more dynamic conception of classification.

25 Question Stems: Bloom's Taxonomy

The following chart is adapted from

https://www.flickr.com/search/?user_id=47823583%40N03&view_all=1&text=Bloom

In the original taxonomy by Bloom (1956), level 5 was synthesis and level 6 were evaluation. The 2001 synthesis became evaluation and create was added as the 6th level.

More information can be found at

<https://granite.pressbooks.pub/teachingdiverselearners/chapter/blooms-taxonomy-2/>

CRITICAL THINKING SKILLS

1 Knowledge Identification and recall of information	define fill in the blank list identify	label locate match memorize	name recall spell	state tell underline
	Who _____? What _____? Where _____? When _____?		How _____? Describe _____? What is _____?	
2 Comprehension Organization and selection of facts and ideas	convert describe explain	interpret paraphrase put in order	restate retell in your own words rewrite	summarize trace translate
	Re-tell _____ in your own words. What is the main idea of _____?		What differences exist between _____? Can you write a brief outline?	
3 Application Use of facts, rules, and principles	apply compute conclude construct	demonstrate determine draw find out	give an example illustrate make operate	show solve state a rule or principle use
	How is _____ an example of _____? How is _____ related to _____? Why is _____ significant?		Do you know of another instance where _____? Could this have happened in _____?	
4 Analysis Separating a whole into component parts	analyze categorize classify compare	contrast debate deduct determine the factors	diagram differentiate dissect distinguish	examine infer specify
	What are the parts or features of _____? Classify _____ according to _____. Outline/diagram/web/map _____.		How does _____ compare/contrast with _____? What evidence can you present for _____?	
5 Evaluation Developing opinions, judgements, or decisions	appraise choose compare conclude	decide defend evaluate give your opinion	judge justify prioritize rank	rate select support value
	Do you agree that _____? Explain. What do you think about _____? What is most important?		Prioritize _____ according to _____? How would you decide about _____? What criteria would you use to assess _____?	
6 Create Produce new or original work	design develop design	assemble formulate assemble	construct author construct	conjecture investigate compose
	Compose a song, skit, poem, or rap. Expand your finding Prepare a flow chart Design a model		Tie your learning to _____ What questions need to be assessed Formulate your thoughts on _____	

Adapted from

https://www.flickr.com/search/?user_id=47823583%40N03&view_all=1&text=Bloom

Stages of New Language Acquisition

The following provides the stages of new language acquisition and a crosswalk to Bloom's Taxonomy.

Stage 1: Preproduction (Silent/Receptive)

Stage

This stage can last up to several months. The student is learning new vocabulary with up to 500 words in receptively but may not be saying many words in the language that is being acquired.

Instruction

1. Use Bloom's Taxonomy Level 1: Identification and Recall of Information. The student will be identifying receptively at this stage.
2. Educators can use multivisual input by placing words on the board, students may be able to copy words from the board. These would be words such as math, page, numbers, the name of the next class, etc.
3. Ask the student to respond to pictures and other visuals. www.lessonpix.com will translate your vocabulary into over 100 different languages.
 - a. Make boards that include both the L1 and English. This might be two boards and one is in the L1 and the other in the L2.
 - i. Have the student match the picture to see the word in L1 and English
 - ii. Use a translator so the student can hear the word in their first language and then state the word in English.
 1. Make sure that you have the correct word in the L1 for English multimeaning words. www.wordreference.com is a great resource for the correct words.
4. Ask questions that permit the student to point to a picture.

Examples:

Show me _____

Circle the _____

Where is the _____

Who has the _____

KNOWLEDGE

Identification and recall of information

Who _____ ?

What _____ ?

Where _____ ?

When _____ ?

How _____ ?

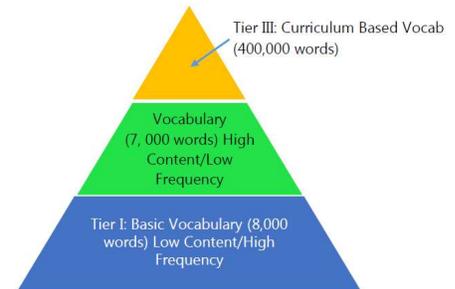
Describe _____

What is _____ ?

5. Educators should focus attention on listening comprehension activities and on building a receptive vocabulary. This may begin with following simple one step directions in English. Remember to be concrete.

- a. Student is building Basic Interpersonal Communication so remember to add words and phrases that students can use for social communication. For other vocabulary, think through categories such as items in a classroom, everyday actions (run, eat, play, go, come, etc.), food items that the student may order from the cafeteria, community words, etc.
- b. Concentrate on English vocabulary that would be included in a simple direction (i.e.: stand up, put your finger on, show me, point to, etc.)
- c. Remember that BICS will develop before CALPS, so remember to build Tier I and Tier II vocabulary words first as well as words and phrases for social communication.

(Beck, McKeown, & Kucan,
2013)



Stage 2: Early Production

Stage

This stage can last from 6 months to 1 year. The student will typically develop up to 1000 words receptively and/or expressively at this state. They will begin to form words and phrases but not necessarily grammatically correct.

Instruction

1. Use Bloom's Taxonomy Level 1: Identification and Recall of Information. The student will be identifying and beginning to recall information at this stage.
2. Target common/social phrases that support BICS.
3. Ask yes/no and either/or questions.

Preference Based Yes/No

Preference based questions allow the student to accept or reject.

- Ask "want" type questions again based on vocabulary you have targeted (i.e.: Do you want a pencil?)
- Questions can be based around vocabulary for basic concepts (Is it full? Is it empty? Are you hot? Are you cold?)

Fact Based Yes/No

Fact based questions require the student to affirm or deny information.

- Begin with easy questions based on vocabulary that you have targeted (Is this a chair? Is this a whiteboard?)

- Think about personal questions (Are you a boy? Are you ____ years old? Do you live in an apartment? Do you go to school?)

4. Ask questions that can be answered in one or two words.

Examples

Who _____? (Who came in the three bears house?)

What _____? (What?)

How many _____? (How many bears are there?)



5. Use pictures and other visual information to support questions.

6. Modify content information.

7. Build vocabulary using pictures.

- a. Make sure the vocabulary is content rich that will initially support basic interpersonal communication and Tier I (basic concepts, Dolch and Fry words) vocabulary.
- b. Then target Tier II (high content but lower frequency words) next. (i.e.: explain, describe, report).

8. Use simple books with predictable text.

a. Information about predictable books:

https://www.superduperinc.com/handouts/pdf/278_PredictableBooks.pdf

b. Predictable Book Lists

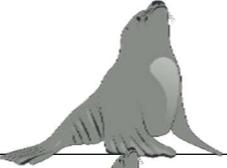
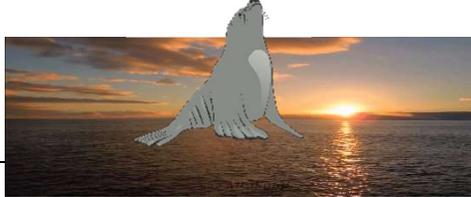
<https://bilinguistics.com/predictable-books/>

<https://imaginationsoup.net/picture-books-predictable-repetitive-text/>

https://www.nationalservice.gov/sites/default/files/olc/moodle/sc_learns_tutor_training/view1499.html?id=3254&chapterid=2540

<https://www.goodreads.com/shelf/show/predictable-text>

9. Support learning with graphic organizers, charts, and graphs. Begin to foster writing in English through labeling and short sentences.

Who	The sealion	
What	The biggest sealion races.	
Where	The sealion races in the sea.	
When	At sunset, the sealion races in the sea.	
Why	At sunset, the sealion races in the sea because he is the fastest sea animal.	

Stage 3: Speech Emergence

Stage

This stage may emerge and last from 1-3 years. The student will have about 3000 words. Comprehension will increase during this stage. The student will begin to use sentences and begin to read and write in the new language.

Instruction

1. Use Bloom's Taxonomy Level 1: Knowledge (Identification and Recall of Information) and Level 2: Comprehension (Organization and selection from facts and ideas).
2. Continue to target common phrases.
3. Use phonetically regular books.

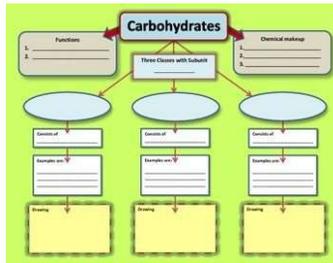
<https://www.readingrockets.org/article/decodable-text-sources>

<https://www.idaontario.com/decodable-readers-and-text/>

<http://www.carlscorner.us.com/SF1st.htm>

<https://portal.flyleafpublishing.com/instructional-resources/>

4. Use short, modified texts in content area subjects.
5. Use graphic organizers with word banks.



Word Bank

Dietary fiber sugar starches sprouted grains fructose sucrose	Providing energy and regulation of blood glucose Sparing the use of proteins for energy Breakdown of fatty acids and preventing ketosis Biological recognition processes Flavor and Sweeteners
--	--

6. Answer why or how questions with a short sentence.

Examples

Why did the second pig's house blow down?

How did the wolf get into the pig's house?

7. Understand and answer questions about charts and graphs.

Examples

Where can you get dietary fiber?

What are the three classes of carbohydrates?

8. Use brief explanations and two-step directions.
 - a. Begin with 2 step related directions.
 - b. Move to 2 step unrelated directions.

Stage 4: Intermediate

Stage

This stage will emerge at the 3 year mark and last up to 5 years. The student will have approximately 6000 spoken words and begin using more complex sentences. The student will begin to read and write in the new language.

KNOWLEDGE

Identification and recall of information

- Who _____?
- What _____?
- Where _____?
- When _____?
- How _____?
- Describe _____.
- What is _____?

COMPREHENSION

Organization and selection of facts and ideas

- Re-tell _____ in your own words.
- What is the main idea of _____?
- What differences exist between _____?
- Can you write a brief outline?

Instruction

1. Use Bloom’s Taxonomy Level 3: Application (Use of facts, rules, and principles) at this stage and Stage 4: Analysis (Separating a whole into component parts).
2. Target making Inferences. Students begin to synthesize what they have learned to make inferences from that learning.

APPLICATION

Use of facts, rules, principles

How is ____ an example of ____?

How is ____ related to ____?

Why is ____ significant?

Do you know of another instance where ____?

Could this have happened in ____?

Information on anchor charts

HERE IS HOW THEY WORK...

ANALYSIS

Separating a whole into component parts

What are the parts or features of ____?

Classify ____ according to ____.

Outline / diagram / web / map ____.

How does ____ compare / contrast with ____?

What evidence can you present for ____?

<https://www.classroomnook.com/blog/anchor-charts-to-teach-inferring>

What the Text Says	What I Can Infer

<https://onestopteachershop.com/2014/06/guided-reading.html>

Worksheets for ideas

<https://www.k12reader.com/subject/reading-skills/inference/>

<https://www.superteacherworksheets.com/inference.html>

<https://www.englishworksheetsland.com/inferences.html>

3. Educators should focus on learning strategies.
4. More complex concepts should be introduced.
5. Ask the following type wh- questions which may require more than a sentence response.

What would happen if _____?

Why do you think _____?

Stage 5: Language Development and Fluency

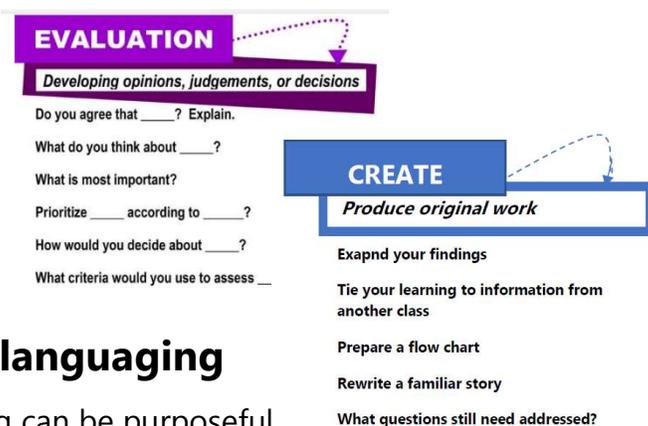
Stage

This stage will emerge typically around the 5 year mark with up to 10 years for mastery.

Instruction

1. Use Bloom's Taxonomy Level 5: Evaluation (Develop opinions, judgements, or decisions) and Level 6: Create (Produce new or original work) at this stage.
2. Continue to support content areas (Tier III vocabulary and concepts)
3. Continue to focus on increasing written language.
4. Answer prompts such as

Decide if _____
Retell _____
Explain _____
Analyze _____
Justify _____



Supporting Translanguaging

Here are some examples of ways translanguaging can be purposeful students (Baker, 2011):

- Students research a topic in L1, report on it through L2.
- Student using L1 at home to work through a topic with parent.
- In classes taught via L1 (or L2), terminology also taught in L2 (or L1)
- Allowing the use of the L1 in group work to increase student-to-student verbal interaction
- Teacher using L1 after L2 explanation has failed.
- Students orally translating a term from L2 into L1
- Multiple L1s: supporting use of L1 as a resource in learning L2 to validate L1 language and culture, and to expose other classmates to the different languages and cultures.

Resources

Explanation of Why- questions acquisition

<http://www.ascd.org/publications/books/108052/chapters/The-Stages-of-Second-Language-Acquisition.aspx>

Reflection and Review:

What is your role to support the requirements of ESSA?

If you or the team suspect a language disorder, how could you be involved during these acquisition stages?

When is the appropriate time to get involved?

Conclusion

There is so much information that we need to learn about our students to understand where they are with new language acquisition and some proven ways to support them along this journey. If the students are not progressing through these stages, we then need to ask why. With solid case history information, we can better determine if the student is proficient in the L1 and just needs more support in learning English or if there are language deficits in L1 which may indicate a language disorder, thus, leading to delays moving through these stages. We can then use the instruction ideas during MTSS/RTI or dynamic assessment to determine if further evaluation is needed to meet the student's learning needs.

Learning Objective 4: Characteristics That May Indicate a Disorder

It is important to know the similarities and the differences between the first language (L1) and the second language (L2). When errors occur in speaking and writing, one must decide if these are language differences or something that may indicate a language disorder. Roseberry-McKibbin (2018) provides the following characteristics that indicate a language disorder instead of a language difference.

Indications of a Language Disorder

<ul style="list-style-type: none">❑ Significant birth history❑ Difficulty learning language at a normal rate which also occurred in L1❑ Communication difficulties at home<ul style="list-style-type: none">○ Following directions provided in L1○ Difficulty responding to questions○ Difficulty commenting○ Difficulty carrying on a conversation in L1❑ Difficulty conveying thoughts❑ Family history of learning or reading disorders❑ Slower development than siblings❑ Shorter sentences and less grammatically complex than what would be expected for age	<ul style="list-style-type: none">❑ Difficulty with code switching❑ Heavy reliance on gestures*❑ Significant slowness in responding to questions❑ General disorganization and confusion❑ Need for frequent repetition❑ Inappropriate grammar and sentence structure❑ Lack of organization and sentence structure❑ Imprecise vocabulary (thing, stuff)❑ Deficits in vocabulary❑ Inappropriate social language*❑ Poor sequencing skills❑ Progressing slower than students of similar background❑ Overall communication skills that are substantially poorer than peers
--	--

Case Studies

The following case studies presents a student whose first language is Spanish. Determine the following:

<input type="checkbox"/> L2 acquisition	<input type="checkbox"/> Disorder
<input type="checkbox"/> Difference	<input type="checkbox"/> Need more information (include what else you would need to know)

Case Study 1

Background

- Student is in first grade.
- First language is Spanish.
- Spanish spoken in the home (Older siblings speak English at home as well)
- Has been in the United States since a newborn.
- Did not attend preschool.
- Began in the school district in kindergarten.
- Parents report that the student spoke first words around the age of a year with two word combinations around the age of two years.
- Birth history is normal.
- Vocabulary in Spanish appears to be age appropriate.

STAR Early Literacy Results

- Standard: With prompting and support, identify the meanings of familiar base words with common inflectional forms (e.g., -ed, -ing, -s, -es). Student is showing difficulty with past tense -ed and possessive -s.
- Standard: Identify and match letters for final consonant sounds in single-syllable words. This student had difficulty with final sounds including /b, p, hard k sound, f, and v)
- Standard: Distinguish between similarly spelled words by identifying the sounds of the vowels that differ (e.g., pick the word that has the /a/ sound: *cat, cot, cut*) Student is demonstrating difficulty with consonant-vowel-consonant (CVC words with short vowels
- Standard: Recognize and produce rhyming sounds in words (e.g., choose word with /at/ sound from *cat*). Student is having difficulty understanding and producing rhymes with CVC with onset and rime

Case Study 2

Background

- Student is in fourth grade.
- First language is Spanish.
- Spanish and English spoken in the home by parents.

- Has been in the United States since a newborn.
- Began in the school district in preschool.
- Parents report that the student was a late talker in Spanish with first words emerging around age 2 years.
- Language skills developed slower than siblings.
- Student still has difficulty using different English verb tenses (i.e.: irregular past tense, conditional auxiliary verbs (would, could, should)).
- There is a family history of learning and language difficulties.
- Student has difficulty following multistep directions in Spanish and in English.

ELA STAR Testing Results

Difficulty with:

- Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text (2nd grade standards)
- Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral (2nd and 3rd grade standard)
- By the end of the year, read and comprehend literature, including stories and poetry, (2nd -5th grade standards)
- Know and apply grade-level phonics and word analysis skills in decoding words.
a. Identify and know the meaning of the most common prefixes and derivational suffixes. b. Decode words with common Latin suffixes. c. Decode multisyllable words. (3rd grade standards)
- Know and apply grade-level phonics and word analysis skills in decoding words.
a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

Conclusion

The case studies serve as food for thought when deciding acquisition of a second language, language difference or considering a language disorder. This chart is available on my website. It is not necessarily the number of items that are checked off but is there enough indications that the student may have a language disorder.

Learning Objective 4: Determining Difference vs. Disorder - Assessment Strategies

This section will go through assessment strategies to determine a language difference vs a language disorder. It will then concentrate on therapy strategies for the five areas of language as well as supralinguistic skills that all students need mastery of for academic success. The strategies provided can be used through multi-tiered systems of support as

well as therapy through special education services if the student qualifies as having a language disorder.

Decision Making: Testing in LI and L2

The following information is from <https://bilinguistics.com/do-i-need-to-test-bilingual-children-in-both-languages/>

Question

"Case history forms indicate that at home the student is exposed to Spanish from their mother and father (he speaks English decently) and English from their older sister. Dad states, that the student does not speak/know Spanish, and that they communicate with mom through older sister. In addition, the most recent SLP data indicates that when asked to generate a language sample in Spanish they were hesitant/did not produce enough of a sample for analysis. Based on the pretty recent information that they were eligible for CD as well as parent/teacher report, and my own testing which places them very low, is it necessary to test them in Spanish?"

Response

If a student is exposed to Spanish on a consistent basis, I think it is important to explore their Spanish skills. I would explain to the parents that it is important to explore all languages the child has been consistently exposed to to understand their whole language system. I would also describe to the father that ***often children have receptive language abilities in a language even when they do not speak it often.*** I would use one of the wordless picture books by Mercer Mayer and tell a story to the student then ask her to retell the story and follow it up with some story comprehension questions. That should give you a sense of their Spanish abilities and inform you as to whether formal testing is needed. <https://bilinguistics.com/do-i-need-to-test-bilingual-children-in-both-languages/>

Question

Our state mandates that to be eligible for services, a child must score below the 10th percentile on two comprehensive tests. But, if you read the fine print, not only is a classroom or other functional observation acceptable, but a well-analyzed language sample will also do the trick.

Response 1

The current statute, IDEA 2004, continues to emphasize the need for appropriate evaluation procedures for CLD students. The regulations emphasize the allowance of variance from standard testing procedures when necessary to appropriately evaluate a

student. Use of non-standardized testing procedures, such as portfolio assessments or spontaneous language samples, can provide valuable qualitative information on the child's communication skills. <https://www.asha.org/advocacy/federal/idea/idea-part-b-issue-brief-culturally-and-linguistically-diverse-students/>

Response 2

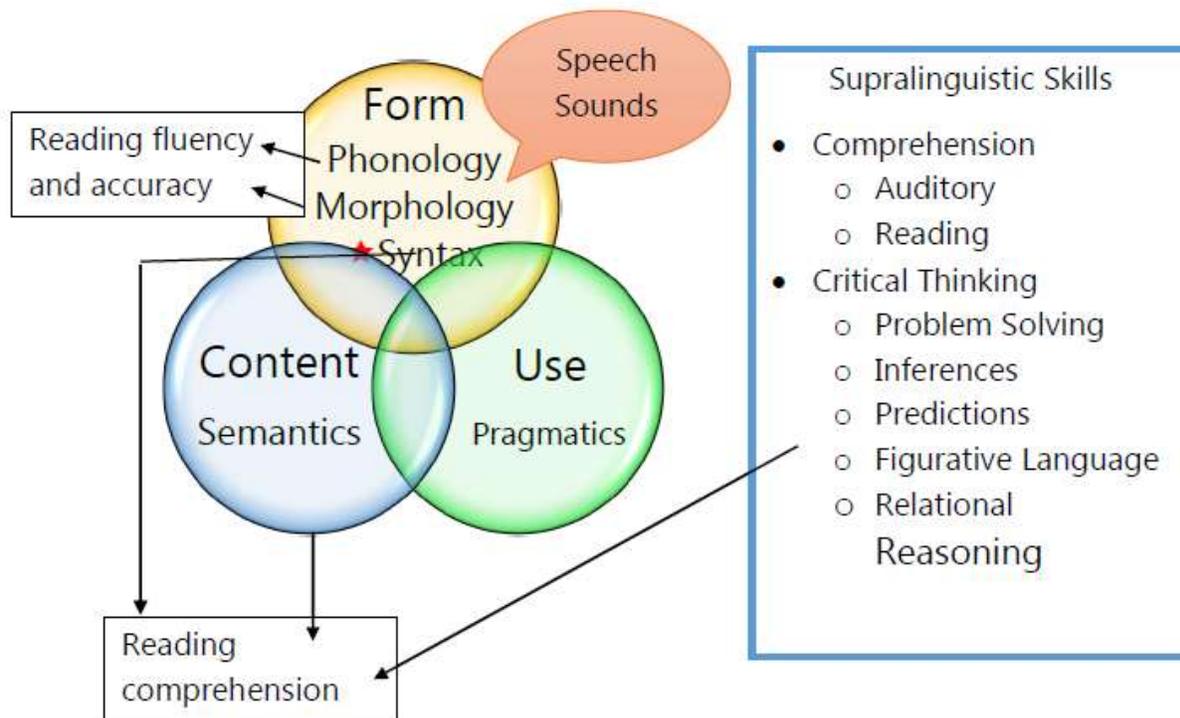
IDEA and Section 504 regulatory provision at 34 C.F.R. 104.35(c) requires that school districts draw from a variety of sources in the evaluation process so that the possibility of error is minimized. The information obtained from all such sources must be documented and all significant factors related to the student's learning process must be considered. These sources and factors may include aptitude and achievement tests, teacher recommendations, physical condition, social and cultural background, and adaptive behavior.

IDEA Information Regarding Testing

The IDEA outlines the required procedures for evaluations and eligibility determinations.¹² Initial evaluations can be requested by a parent, the state, or the local educational agency (LEA).

- An LEA must use a variety of assessment tools and strategies.
- Not use a single measure or assessment as the sole criterion for determining whether a child has a disability.
- Use technically sound instruments that may assess the contribution of cognitive, behavioral, physical, and developmental factors.
- Ensure that assessments or other evaluation materials:
 - (1) Are not discriminatory on a racial or cultural basis.
 - (2) Are provided and administered in the child's native language or other mode of communication and in the form most likely to yield accurate information on what the child knows and can do academically, developmentally, and functionally, unless it is clearly not feasible to so provide or administer
 - (3) are administered in accordance with any instructions provided by the producer of such assessments.

The Five Domains of Language & Supralinguistic Skills



Assessment to Determine Language Difference or Language Disorder

The following provides information to gather when determining if a referral for special education services should occur.

Research

- Development of skills in the L1 is viewed as a process that will facilitate the learning of an additional language. Experience in either language can promote development of the proficiency underlying both languages (Cummins, 2017)
- Promoting early literacy skills in a child's first language promotes development of skills in the second language (Brice, 2015, Goodrich, Lonigan, and Farver, 2013, Schwigne, 2017)
- Students who struggle academically may be due to other issues rather than a language disorder such as limited skills in the first language, lack of opportunity for further development, limited formal schooling, etc. (Roseberry-McKibben, 2018).
- Researchers have identified four potential factors that may contribute to the misidentification of special education needs, and learning disabilities in particular, among students who are ELs:

- (1) the evaluating professional's lack of knowledge of second language development and disabilities.
- (2) poor instructional practices.
- (3) weak intervention strategies; and
- (4) inappropriate assessment tools (Sánchez, Parker, Akbayin, & McTigue, 2010).

Resources

United States Department of Education TOOLS AND RESOURCES FOR ADDRESSING ENGLISH LEARNERS WITH DISABILITIES

<https://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/chap6.pdf>

(Includes specific learning behaviors and indicators of differences vs. disorders. Also includes a checklist for IEP team members.)

Systematic Framework for Evaluation

Curriculum Based Measures/Content Knowledge	Performance Based: Participation
MTSS/RTI	Dynamic Assessment (test, teach, retest)
Narrative Assessment	Standardized Test when culturally and linguistically appropriate
Other: Rapid Automatic Naming Information Processing Phonemic Awareness	

Curriculum Based Measures/Content Knowledge

- Classroom Assessments
- Standardized Assessments
 - World-Class Instructional Design and Assessment (WIDA Consortium) (ACCESS for EL) (39 states) <https://wida.wisc.edu/memberships/consortium>
 - English language Proficiency Assessment for the 21st Century (ELPA21) (11 states) <https://ell.stanford.edu/content/elpa21-develops-new-assessment-english-language-proficiency#:~:text=ELPA21%20is%20a%20group%20of,12%20education%20and%20achieve%20college>
 - STAR Early Literacy and STAR English (STAR in Spanish)
 - NWEA MAPS
 - DiBels

- Developmental Reading Assessment (DRA)/Benchmark
- STAMP Spanish Proficiency Assessment

Analyze and Interpret Data Points

The teachers collect a great deal of information on the students with benchmark assessments (e.g., STARS, NWEA Maps). Each of these benchmarks provides an individual student report (Student Profile Report, Student Instructional Report). This should be a vital piece of your assessment and planning. Because this is a snapshot, compare the most current results with previous results to look for trends.



StudentProfile

Exported by

on 4/11/2018

134

Grade 1 | D. 05 | 17 | 15

* Winter 2017-18

READING

167 *

in: +/- 3.2

Percentage of Discarded

COMPARISONS	INSTRUCTIONAL AREAS	GROWTH GOALS
<p>Norms Percentile Achievement for this 37TH term, ranked against NWEA 2015 Norms Study</p>	<p>163 Reading: Vocabulary</p>	<p>SPRING 2018</p> <p>Customize the growth target for this student by setting a growth goal</p> <hr/> <p>Past Goals</p> <p>There are no previous goals for this student.</p>
	<p>167 Reading: Foundations</p>	
	<p>167 Writing</p>	
	<p>170 Reading: Literature and Nonfiction</p>	

INSTRUCTIONAL AREAS

Group by: Topic

Concepts to: Dev

Reading: Vocabulary

Vocabulary Building

Academic and Content Vocabulary

Student is ready to DEVELOP these skills (161-170):

- Locates words that describe a picture

Words, Affixes

Student is ready to DEVELOP these skills (161-170):

- Understands how the prefix re- changes the meaning of a word
 - Understands that the suffix -est creates the superlative
 - Uses definitions of roots and affixes to determine word meaning
- Unknown and Multiple-Meaning words
-

Student is ready to DEVELOP these skills (161-170):

- Uses context to determine the meaning of a phrase
- Word Categorization, Classification
-

Student is ready to DEVELOP these skills (161-170):

- Categorizes common people, places, or things
 - Describes pictures with words
 - Sorts words into a named category
 - Word Nuances and Shades of Meaning
-

Student is ready to DEVELOP these skills (161-170):

- Understands precise connotations of words with similar meanings
- Uses context to determine the meaning of idioms
- Decodes words with the prefix re-
- Decodes words with the suffix -tion

Student is ready to DEVELOP these skills (161-170):

- Divides printed words into syllables

Phonics: Vowels

Student is ready to DEVELOP these skills (161-170):

- Distinguishes single-syllable words with the /a/ sound
- Matches the letter i to the initial sound of spoken words
- Understands the sound of the use vowel team

Phonological Awareness

Phonemic Awareness: Ending Sounds

Student is ready to DEVELOP these skills (161-170):

- Distinguishes spoken words with different ending sounds
- Matches ending sounds in three-phoneme spoken words

Awareness: initial Sounds

Student is ready to DEVELOP these skills (161-170):

- Distinguishes spoken words with different initial sounds

Phonemic Awareness: Vowels

Student is ready to DEVELOP these skills (161-170):

- Distinguishes spoken words with the /a/ sound
- Matches *vowel* sounds in three-phoneme spoken words



Instructional Planning Report

Printed Thursday, September 18, 2014 12:45:34 PM

School: [Redacted]
Class: [Redacted]

Teacher: C. DeMoss [Redacted]

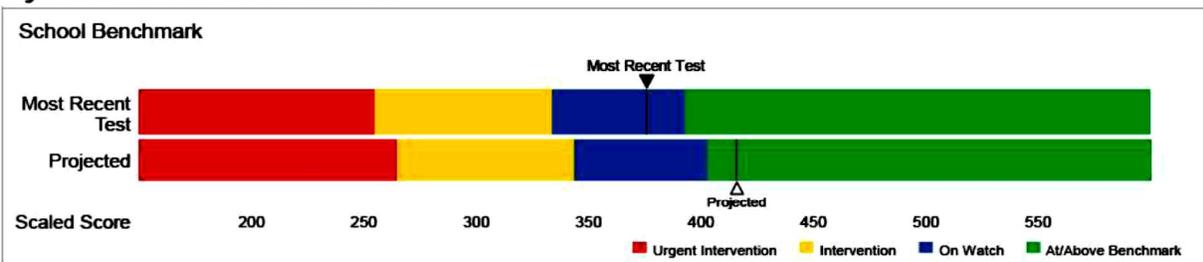
Report Options

Use Trend Score: Use trend score for student's suggested skills

STAR Reading Test Results

Current SS (Scaled Score): 376	Test Date: 09/17/2014	Lexile® Measure: 400L	Lexile® ZPD: 460L-630L
IRL: 3.2	ZPD: 2.7-3.8		
Projected SS for 07/31/15: 416	Based on research, 50% of students at this student's level will achieve this much growth.		

Tyler's Current Performance



Suggested Skills

Tyler's STAR Reading scaled score(s) suggest these skills from Core Progress™ learning progressions would be challenging, but not too difficult for her. Combine this information with your own knowledge of the student and use your professional judgment when designing an instructional program. Use the Core Progress learning progressions to see how these skills fit within the larger context of the progression.

Reading: Foundational Skills

GR	<p>Phonics and Word Recognition This score suggests Tyler should practice the following phonics and word-recognition skills.</p> <ul style="list-style-type: none"> 3 » Decode increasingly difficult multisyllable words by identifying syllable patterns (e.g., transportation) 3 » Identify the meanings of grade-level appropriate affixes (e.g., dis-, non-, re-, un-, and -ful, -ly, -ness) and infer how they affect the meanings of words 3 » Decode words with common Latin suffixes, such as the <i>-or</i> in <i>elevator</i> or <i>-ment</i> in <i>government</i>, and identify the meanings of the words 3 » Read grade-level irregularly spelled sight words automatically (e.g., certain, notice)
	<p>Fluency This score suggests Tyler should work on the following to increase fluency and comprehension of texts at Tyler's reading level.</p> <ul style="list-style-type: none"> 3 » Read on-level texts aloud at the estimated oral reading fluency (ORF) to meet grade-level benchmarks 3 » Read on-level texts aloud smoothly with expression (e.g., using appropriate expression to indicate punctuation, such as periods, question marks, and exclamation points) 3 » Confirm or correct understanding of a word or a larger text by using context clues, including both words and text structures, by using phonics, particularly understanding of word morphology, and by slowing reading pace and/or rereading

Reading: Literature

	<p>Key Ideas and Details This score suggests Tyler should practice the following skills to improve comprehension of the key ideas and details of a literary text at Tyler's reading level.</p>
--	---

GR	Vocabulary in Literature and Nonfiction Texts This score suggests Student is ready for instruction and practice with the following skills. 5 » Explain the meanings of common idioms (e.g., everything but the kitchen sink), adages (don't count your chickens before they hatch), and other sayings
----	--

GR	Structural Elements and Organization This score suggests Student is ready for instruction and practice with the following skills. 4 » Compare and contrast focus, emphasis, or information provided in firsthand and secondhand accounts of the same event or topic
----	--

Performance Based: Participation

- Observe in real time (classroom, recess, etc.).
- Review assessment/working portfolios in the classroom.
These are typically cumulative work of the student throughout the year and may include
 - Learning in home language and English
 - Interdependence between oral language and literacy development
 - Integration of language and content
 - Higher level thinking through extension tasks
 - Technology
 - Written work (i.e.: stories)
 - Drawings showing content knowledge
 - Videos of oral work (i.e.: role playing, presenting)
 - Formal tests and quizzes
 - Personal reflection and self assessments
- Oral reports/Presentations
- Demonstrations
- Written Assignments
- Other ways to demonstrate learned knowledge (i.e.: pictures/drawings, projects)

Resources

As mentioned previously (Stages of Acquisition), the Can Do Descriptors from ELPA 21 and WIDA could be used as a checklist or a way to probe to determine what the student is able to do at each grade level.

ELPA 21

<https://www.k12.wa.us/student-success/access-opportunity-education/migrant-and-bilingual-education/english-language-proficiency-descriptors-and-standards>

WIDA

<https://wida.wisc.edu/teach/can-do/descriptors>

MTSS/RTI

During MTSS/RTI, you could use strategies from the Stages of Language Acquisition provided in this manual.

- Consult or provide Tier II and/or Tier III instruction with considerations for language differences to determine if there appears to be a disorder vs. a difference.
- Support or implement strategies that are pertinent to EL based on your knowledge or research of the L1 (These should relate to morphology, phonology, syntax, semantics, or pragmatic differences that may be due to a language disorder or support understanding of cultural differences)

Dynamic Assessment (test, teach, retest)

Dynamic assessment (DA) is a method of conducting a language assessment which seeks to identify the skills that an individual child possesses as well as their learning potential. The dynamic assessment procedure emphasizes the learning process and accounts for the amount and nature of examiner investment. It is highly interactive and process-oriented (ASHA, n.d.)

Materials Available

- School-age Language Assessment Measures (SLAM) (Questions translated into Bengali, Chinese, French, and Spanish)
These cards are meant to elicit a language sample that can be analyzed in the context of typical language development as well as the child's background (e.g., educational experiences, family, linguistic and cultural background, etc.)

<https://www.leadersproject.org/disability-evaluation/school-age-language-assessment-measures-slam/>

- The following chart demonstrates some ways that dynamic assessment can be used to assess, teach, assess, and reteach.

Language Skills Associated with Content Area

Listening	Speaking	Reading	Writing
draw a picture	name	preview and predict	create complete sentences
role play	discuss	find specific information	summarize
answer questions	explain	read fluently	list
listen and retell	ask and answer questions	identify main idea	compare
follow directions	summarize	determine fact vs. opinion	explain
demonstrate	evaluate	scan	create a poem
distinguish between	clarify	identify vocabulary	write questions and/or answers
record	justify	infer	diagram

Echevarria, Short, & Vogt (2004)

Dynamic Narrative Assessment

By assessing a student's narrative development, educators can make predictions of academic success. The following checklist provides narrative development from age two years through adulthood:

Software for analyzing a language sample

- Systematic Analysis of Language Transcripts (SALT) software (\$209)
SALT is clinical software for assessing language acquisition and disorders through the analysis of language samples. The software includes a transcription editor, standard reports, and reference databases for age or grade-matched comparisons. www.saltsoftware.com
- Sampling Utterances and Grammatical Analysis Revised (SUGAR Language) <https://www.sugarlanguage.org/downloads>
Collect, transcribe, and analyze a 50-utterance child language sample in approximately 20 minutes. Within another 20 minutes, you can identify possible intervention targets. Intervention resources are also available.
- Computerized Language Analysis (CLAN) ([MacWhinney, 2000](#))

CLAN is produced by the CHILDES (Child Language Data Exchange System), which provides tools for studying conversational interactions, as well as serving as a repository for language corpora from around the world. CLAN is a software program that is used to transcribe sound files using a standard set of rules.

<https://dali.talkbank.org/clang/>

<https://talkbank.org/manuals/CLAN.pdf>

<https://labs.wsu.edu/vandam/documents/2017/01/329.pdf/>

Narrative Development

First and foremost, we must understand any cultural variations in storytelling so that as we use a narrative assessment, we truly understand from the student's narrative if he/she are demonstrating a cultural difference or an impairment in story tell.

Common Cultural Elements

The features of initiating events, attempts to solve the problem, consequences of those attempts, and resolutions are episodic features that are common to most languages.

Based on Culture

The following elements are based on culture.

- Uses of an internal response
- Discourse markers (well, then, now)
- Acting as either a listener or participant
- Embedded stories (flashbacks of information or editing cues while retelling)
- Causal relationships (relationship between an event and the second event)
- Causal chains (series of events from the beginning to the end of the story)
- Identification of protagonist

Please refer to <https://bilinguistics.com/story-telling-elements/> reference charts with narrative abilities that most cultures share and those that may be different (Prath, accessed on 04/08/2023).

References

Shiro, Martha Klein (1998). A discourse analysis approach to evaluate stance in Venezuelan children's narratives. Dissertation Abstracts International: Sediton B: the Sciences and Engineering. Vol. 58 (8-B)

Use Wordless Books to Assess Narrative Skills

Wordless books are a great resource for assessing narrative development. Determine if the content and pictures are culturally appropriate. Based on the Stage of Acquisition, changes to the description below regarding how to assess may need to be adapted.

1. For younger students or those in Stages I-III of new language development, preview the book with them while pointing to pictures as you move through the pages. Refrain from providing a storyline. Instead, just use words like "uh-oh," "look at that."
2. For older students who are in Stage IV or V of new language acquisition, state that you want all of the story elements (name the characters, plot, rising action, conflict, falling action, conflict resolution, conclusion as would be appropriate based on culture).
3. Then, have them tell the story.
4. After the student tells the story, go through, and add to their story as you move through the book.
5. Then have the student retell a story and determine if the narrative level.

This provides for a dynamic narrative assessment.

Suggestion:

After the preview, have the student hold up the book so that the examiner cannot see the pages. This may lead to a deeper description.

Narrative Development Checklist

The following Narrative Development Checklist is available on Google Drive with more description and a goal bank.

<https://drive.google.com/drive/folders/1CROYobmaCeD5fHvHNIIKsXBQRz4TVC6q?usp=sharing>

- Heaps:** Unrelated story elements with no seeming organization (2 years). The topic changes quickly typically with present progressive verbs.
- Sequences:** Story elements are topically related, but not causally linked (2-3 years). Story elements may be arbitrarily linked together. A sequence may include a central character, a topic, or a setting.
- Primitive Narratives:** Concrete theme but little interrelation between story components (3-4 years). It may include a central character, a topic, or a setting but

differs from sequences in that the child discusses a character's posture or facial expressions.

- **Unfocused Chain:** Related from one part to the next; not from beginning to end (4-4 ½ years). There is a sequence of events or a **cause-effect (culturally dependent)** relationship. It may include conjunctions such as and, but, or because.
- **Focused Chain:** Good connections between story parts, all related to a central theme (5 years). There is a central character and a logical chain of sequences. The student is able to describe an adventure. There may not be a conclusion or end of the story.
- **True Narrative:** Well-developed story with **internal plans** (culturally dependent), morals, and forward motion to all elements (6 years). The story is centered on an incident that occurred in the story. There is a problem (conflict) that is resolved in the end.
- **Narrative Summaries:** Brief generality that provides a broad overview; telling the story in whatever way makes sense (7-11 years). The student retells the story in whatever way makes sense to him. The reader's experiences come through in the story retell.
- **Complex Narratives:** Includes use of **flashbacks (culturally dependent)**, fantasy, stories within stories, divergence from central plot (11-12 years). A student understands when reading and retelling a story that certain scenes in the story occurred earlier in time than the main story. A story within a story may disclose the background of a character or events, or a myth or legend that influences the plot or could be a diversion from the central theme.
- **Analysis:** Breaking down the plot, characters, conflict, conflict resolution, etc. (13-15 years). The student is able to provide a detailed examination of the story elements.
- **Generalization:** Generalize to other narratives or situations (16 years to adulthood). Students can take something specific and apply it more broadly taking one or two facts and making a broader more universal statement.

Other Assessments

With the new dyslexia laws and plans passed in most states in adherence with ESSA, RAN and phonological awareness skills are listed as one of the universal screeners for all students in K-2.

Rapid Automatized Naming (RAN)

RAN is the ability to quickly name aloud a series of familiar items including numbers, letters, or colors on a page.

Performance on a RAN test is based on how fast a student can name in order *all* the items presented on the page as compared to other students of the same age. Students slower than average with RAN typically struggle with word-level reading.”

Students with RAN issues often have great difficulty retrieving words, although they can frequently describe them. They make a lot of substitution errors, are often slow to respond orally, and produce written work at a much slower pace compared to their peers. This delay is seen when they are trying to name objects, numbers, letters, and colors. When reading, as well as substituting words, they frequently omit them. When unable to produce a word, they will provide you with circumlocutions (Kilpatrick, 2015).

Rapid Automatized Naming (RAN) was examined in a longitudinal study across Grades 1 and 2 with 1,120 children acquiring one of five alphabetic orthographies with different degrees of orthographic complexity (English, French, German, Dutch, and Greek). RAN was a consistent predictor of reading fluency in all orthographies,

RAN taps into a language-universal cognitive mechanism that is involved in reading alphabetic orthographies (independent of complexity). (Landerl, K., Freudenthaler, H., Heene, M., Peter F. De Jong, P., Desrochers, A., Manolitsis, G., Parrila, R., & Georgiou, G. (2019).

Phonemic Awareness

Students must be able to discriminate English vowels in listening in order to be able to then apply these to speaking, reading, and writing. Discrimination may be impacted by vowels and consonants that are dissimilar between language as well as word position.

Phonemic Awareness includes:

- Auditory discrimination (ability to distinguish specific sounds)
- Auditory analysis (segmenting a word into sounds)

- Auditory synthesis (blending sounds together)
- Auditory manipulation (perceiving phonemes correctly to distinguish changes in a word)
- Auditory sequencing (auditory memory in specific order)

The Research

It is important to know the consonant and vowel repertoire of the L1 to determine difference vs. disorder. The following student was conducted with English only students, the conclusions can be applied to linguistically diverse students with understanding the vowels of the L1.

- Vowel studies have reported adequate perception of long vowels (i.e. 250 ms) and poor perception of shorter vowels ([Frumkin & Rapin, 1980](#); [Tallal & Piercy, 1975](#); [Tallal & Stark, 1981](#)).
- Although the identification of short vowels (i.e. 40–100 ms) has yielded some variable results, two event-related potential and behavioral studies comparing vowels with durations of 50 and 250 ms ([Shafer, Morr, Datta, Kurtzberg, & Schwartz, 2005](#)), confirmed poor identification of phonetically similar vowels regardless of duration, but better discrimination of long vowels.
- For both vowel durations, there was evidence of a late negativity for the children with SLI, indicating discrimination of the speech sounds, but this discrimination occurred in a later time frame than for the children with typical language development (TLD). Similar to [Bradlow et al. \(1999\)](#), only 250 ms vowels yielded robust mismatch negativities in children with SLI ([Datta, Shafer, Morr, Kurtzberg, & Schwartz, 2010](#)) demonstrating more typical perception of longer vowels.

Link from L1 to L2

Vowel Effects on L2 Perception of English Consonants by Advanced Learners of English (Lan, n.d.)

<https://aclanthology.org/2020.paclic-1.18.pdf> (Mandarin)

The Perception of English Speech Sounds by Cantonese ESL Learners in Hong Kogn (Chan, 2011)

<https://www.jstor.org/stable/41307663> (Cantonese)

A Study on The Perception of English Initial Consonant Sounds (Phosrithong, 2017)

http://ethesisarchive.library.tu.ac.th/thesis/2017/TU_2017_5921040225_8913_7051.pdf

Perception of English Consonants in Difference Prosodic Positions by Korean Learners of English (Mi, 2013)

<https://www.koreascience.or.kr/article/JAKO201411560020657.page>

Assessment Tools

- Lindamood Auditory Conceptualization Test 3rd Ed (ProEd: ages: 5;0-18;11 \$227)
Measures the ability to perceive and conceptualize speech sounds using a visual Information Processing Task for English Language Learners
- Phonological Awareness Test 2 Robertson and Salter 2018 ProEd
- Phonological Awareness Skills Test (PAST) Kilpatrick 2018
<https://www.thepasttest.com/>
- Phonological Awareness Skills Screener (PASS) Mather, Podhajski, Rhein, and Babur, (2001). <https://www.seniainternational.org/wp-content/uploads/2011/02/PASS-directions.pdf>
- Profile of Phonological Awareness (PROPA) (app by Smarty Ears)
- Test of Integrated Language and Literacy Skills (TILLS) Phonemic Awareness subtest Nelson, Plante, Helm-Estabrooks, Hotz, Brooke's Publishing, 2016
- TPAS: Test of Phonological Awareness in Spanish (TPAS) Riccio, Imhoff, Hasbrouck, Davis, 2004 Proed

Information Processing

An information processing test which relies more on processing of information and working memory instead of language (specifically vocabulary) and background knowledge can circumvent testing bias (Pieretti & Roseberry-McKibben, 2016).

Processing based measures have been found to be more accurate in distinguishing between language differences and language disorders than information based assessment instruments (Campbell, Dollaghan, Needleman, & Janosky, 1997; Dollaghan & Campbell, 1998; Jacobs, & Coufal, 2011; Windsor, Kohnert, Lobitz, & Pham, 2010).

Roseberry-McKibbin (2018) provides an information processing/working memory task in her book, *Multicultural Students with Special Needs: Practical Strategies for Assessment and Intervention*.

Roseberry-McKibbin, C. (2018). *Multicultural students with special language needs: Practical strategies for assessment and intervention*. Oceanside, California: Academic Communication Associates.

https://www.scscha.net/assets/handouts/DrCelesteRoseberryMcKibbinPhD_AdditionalHandouts.pdf

Case History

A thorough case history must be completed to determine a language difference vs a language disorder. This case history must include information regarding language and other development in the first language, health issues, vision, hearing, any history of learning disabilities, gaps in formal education, etc.

Available in Spanish

- <https://ctserc.org/documents/resources/CT-ELL-and-Special-Education.pdf> provides a case history form that can be used. This also includes *Is a Special Education Referral Appropriate* (pages 17-19).
- MacArthur Inventario Del Desarrollo de Habilidades Comunicativas (Inventario) 8-30 months (\$90 Brookes Publishing <https://products.brookespublishing.com/MacArthur-Inventarios-Del-Desarrollo-de-Habilidades-Comunicativas-Inventarios-P45.aspx>)
- Spanish Ages and Stages Questionnaire <http://bestkc.com/wp-content/uploads/2017/05/9-MESES-ASQ-SPANISH.pdf>

Standardized Tests

The following standardized tests should only be used where applicable and culturally/linguistically appropriate in both languages. If the English version of the test is given through an interpreter, only the analysis of the results can be reported and not the standard score.

A list is available on the Google Drive

<https://docs.google.com/document/d/1kBN95Rm581lwO6RQS21MoRsC7vBUW06UJ0gntZgjJM0/edit?usp=sharing>

Recap of Testing

The following are recommendations to include for testing from Roseberry-McKibbin (2018).

- Portfolio assessment
- Narrative assessment
- Dynamic assessment
- Language Proficiency Test
- Information Processing (working memory- including nonword repetition, digit span, sentence repetition, & RAN)
- Informal assessment (language sample)

- RTI/MTSS information
- Thorough case history

Other Considerations

- Age of student
 - Add assessment for early language acquisition
 - Ability to follow one step, 2 step related, 2 step nonrelated, 3 step directions.
 - Colors, shapes, letters
 - Nouns, verbs, adjectives
 - Basic concepts
 - Inflectional morphology
 - Answer questions (yes/no, can/will/do, wh-)
- Length of time in the US
 - If less than 5 years, use the Stages of Acquisition instructional information to add to assessment.
- Classroom setting
 - Dual emersion
 - English only
- Type of EL services

Decision Making Guidelines

On the following pages, a Decision Making Guideline can be used to determine language acquisition, difference, and/or disorder. It will also provide case history information and a checklist that indicates a language disorder. This is available on the Google Drive

<https://drive.google.com/drive/folders/1CROYobmaCeD5fHvHNIIKsXBQRz4TVC6q?usp=sharing>

Decision Making Guidelines

It is important to know the similarities and the differences between the first language (L1) and the second language (L2). When errors occur in speaking and writing, one must decide if these are language differences or something that may indicate a language disorder.

Languages Spoken	
L1	L3
L2	L4

Who is each language spoken with?	
L1	L3
L2	L4
When did the student first learn English?	
Do they speak English with anyone outside of school? (Explain)	
Stages of a New Language Acquisition (Oliveri, 2018 & Hill and Bjork, 2008)	
<ul style="list-style-type: none"> <input type="checkbox"/> Stage 1: Preproduction (can last up to several months) ~ 500 words receptively <input type="checkbox"/> Stage 2: Early Production (6 months to 1 year) – 1000 words receptively/expressively <ul style="list-style-type: none"> ○ Forms words and phrases but not grammatically correct in L2 <input type="checkbox"/> Stage 3: Speech Emergence (Years 1 to 3) – 3000 words <ul style="list-style-type: none"> ○ Uses sentences ○ Begins to read and write in L2 <input type="checkbox"/> Stage 4: Intermediate (Years 3-5) – 6000 words <ul style="list-style-type: none"> ○ More complex sentences in L2 ○ Increases in reading and writing in L2 <input type="checkbox"/> Stage 5: Language Fluency (Years 5-10) 	
Notes	
Background (Levine & McCloskey, 2009 & Pransky, 2008)	
<ul style="list-style-type: none"> <input type="checkbox"/> Literacy Oriented – (Books or oral story telling rich in home) Students typical enter American schools with matched language and learning skills. <input type="checkbox"/> Nonliteracy Oriented – Will require programs designed for language and literacy acquisition <input type="checkbox"/> Culturally Disrupted – Disruptions due to poverty, war, long term stress, frequent moves that are not conducive to a formal education 	

- The student was U.S. born.
- Student is from another country or commonwealth outside of the continental United States. Specify: _____

What is the student's educational history?

- Student has received consistent instruction in school.
- Student has received inconsistent instruction. (Explain)

Student has received additional support previously. (Explain)

- Yes Explain
- No

What kind of school did the student have in his or her home country?

- Student has experienced trauma. If so, what type?

Culture (See Appendix A for list of Countries)

- Student is from an individualistic culture. (self-interest, personal preference, self-sufficiency is important)
- Student is from a collectivist culture. (Equality in status, interdependency)

Notes

Considerations for Testing

- Length of Time in US _____
- Familiarity and Exposure to English _____
- Does family travel back and forth _____ Amount of time _____
- Age of Student _____
- Classroom Setting _____
 - English only
 - English only with interpreter
 - Dual Immersion
 - Amount of time in L1 _____ (Native language instruction)
 - Amount of time in L2 _____
 - Other _____

- ESL Support _____
 - How Often _____
 - Program used _____
 - Is effective for this student

- MTSS/RTI Interventions
 - Tier I _____
 - Tier II _____
 - Tier III _____

- Instruction is effective for this student.
 - Linguistically
 - Culturally

- Vision has been screened.
 - Passed
 - Did not pass
 -

- Hearing has been screened.
 - Passed
 - Did not pass
- Health concerns

Notes

If Referral for Special Education Evaluation: Suggestions for Battery of Tests (Roseberry-McKibbin, 2018)

https://www.scscha.net/assets/handouts/DrCelesteRoseberryMcKibbinPhD_AdditionalHandouts.pdf

- Working/Assessment Portfolio
- Classroom Observation
- Information from Team
https://www.scscha.net/assets/handouts/DrCelesteRoseberryMcKibbinPhD_AdditionalHandouts.pdf
- Review of Language Proficiency Test

- Review of Benchmark Assessment Student Report
- Review of MTSS/RTI intervention data
- Language Sample (L1 and L2) <https://www.leadersproject.org/disability-evaluation/school-age-language-assessment-measures-slam/>
- Narrative Assessment (L1 and L2) https://drive.google.com/file/d/1KZTcjy_ifY7kKKsRFUtirSaRm01srV8Z/view?usp=sharing
- Dynamic Assessment (Test, Teach, Retest) (L1 and L2)
- Rapid Automatic Naming https://dese.ade.arkansas.gov/Files/20201221160134_Arkansas_Rapid_Naming_Screener.pdf
- Information Processing Test (Roseberry-McKibbin, 2018) https://www.scsa.net/assets/handouts/DrCelesteRoseberryMcKibbinPhD_AdditionalHandouts.pdf

Notes

Indicators of a Language Difference between student's spoken languages and English

L1 Differences Noted

L2 Differences Noted

L3 Differences Noted

Indicators of a Language Disorder

- Significant birth history
 - Mother's health during pregnancy
 - Premature
 - Low birth weight
 - Difficulties at birth.
- Difficulty learning language at a normal rate which also occurred in L1
 - Did first words emerge around one year?

- If later, indicate when _____
- Slower language development than siblings
- Family history of learning or reading disorders
- Heavy reliance on gestures*
- Communication difficulties at home
 - Following directions provided in L1
 - Difficulty responding to questions
 - Difficulty commenting
- Difficulty carrying on a conversation in L1
- Difficulty conveying thoughts
- Shorter sentences and less grammatically complex than what would be expected for age
- Need for frequent repetition
- Significant slowness in responding to questions
- Inappropriate grammar and sentence structure
- Lack of organization and sentence structure
- Poor sequencing skills
- General disorganization and confusion
- Imprecise vocabulary (thing, stuff)
- Deficits in vocabulary
- Inappropriate social language*
- Progressing slower than students of similar background
- Overall communication skills that are substantially poorer than peers
- Difficulty with code switching

Notes

Summary

- Results indicate acquisition of a new language
- Results indicate a language difference
- Results indicate a language disorder in both languages

Signature/Credentials _____
Date

Appendix A

Collectivist		Individualistic		Highly Individualistic	
<i>Country</i>	<i>Hofstede Score</i>	<i>Country</i>	<i>Hofstede Score</i>	<i>Country</i>	<i>Hofstede Score</i>
Albania	20	Austria	55	Belgium	75
Bulgaria	30	Czech Republic	58	Denmark	74
Croatia	33	Estonia	60	France	71
Greece	35	Finland	63	Hungary	80
Portugal	27	Germany	67	Ireland	70
Romania	30	Iceland	60	Italy	76
Slovenia	27	Lithuania	60	Latvia	70
		Luxembourg	60	Netherlands	80
		Malta	59	Sweden	71
		Norway	69	United Kingdom	89
		Poland	60		
		Slovakia	52		
		Spain	51		
		Switzerland	68		

Ilies, Aurelia & Zahid, R. M. Ammar. (2019). The Impact of Europe's Individualism/Collectivism on the International Trade. 10.26417/ejme.v2i1.p6-20.

Case Study 3

Background

- Student is in third grade and just moved to your district.
- First language is Arabic.
- Arabic spoken in the home by parents.
- Has been in the United States since 7 years of age
- Parents report that the student was a late talker in Arabic with first words emerging around age 2 years.

- Language skills developed slower than siblings.
- Student uses very simple sentences with only 3-5 words/sentences.
- There is a family history of learning difficulties.
- Student has difficulty following directions in Arabic and in English
- Student has difficulty reading and writing in both languages.
- Has not yet reached proficiency on the WIDA

Questions:

Acquisition, difference, disorder?

What other information do you need to gather?

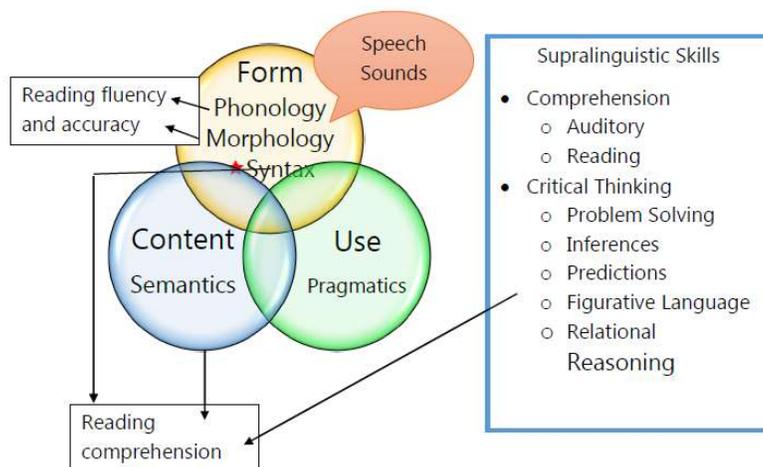
How would you assess?

Conclusion

For students who are English Language Learners, it is important to understand as much about the first language as we can. Making connections between the first language and English can lead to increased neural pathways to gain command of English faster. When working with a student who is both an English Language Learner and has a language disorder, understanding the morphology, phonology, syntax, and semantics in the first language will help bridge the gap to language acquisition in both languages.

Learning Objective 5: Intervention Strategies Based on the Domains of Language & Supralinguistic Skills

The following section will provide research and strategies for areas of language. Again, how each area is targeted is going to be based on the intersections of the L1 to L2. Gaining as much information regarding the domains of language in L1 will support L2. Targeting what is similar first will support increased language skills in L1 and L2 for the students we support with language disorders.



Resources

The following section will offer some resources for intervention. More resources for Greek and Spanish are offered on the shared Google Drive

https://docs.google.com/document/d/1qzIMRzWAvf5hsd-QS0SOUGhUBkdzEk5GwWdAIY_v1T4/edit?usp=sharing

Multiple Languages

- www.lessonpix.com (will translate your boards into over 100 languages using Google Translator) Try it for free @ <https://lessonpix.com/articles/3/223/Translation+Tool>
- Unite Literacy (translates books into 50 different languages) [file:///C:/Users/court/Downloads/1030-Gutierrez-Clellen%20\(1\).pdf](file:///C:/Users/court/Downloads/1030-Gutierrez-Clellen%20(1).pdf)
- Free books for Bilingual kids (27 languages) <https://boxy.minddo.com/website/en/#/blog/root.blog/main.blog>
- Boom Cards in 5 languages <https://wow.boomlearning.com/>

Objectives and Goals

Objectives and goals will be included for each domain of language and mirrored to include academic standards.

Goals:

Goals will be defined for the purpose of this presentation as the long-term goal or the annual goal.

Objectives:

Objectives, or benchmarks, are the short-term goals to meet the annual goal.

Smart Goals

SMART goals should be written for the annual goal and the objectives. The acronym SMART includes:

Specific, Measurable, Achievable, Relevant and Time-bound

Example Goal

At the end of the second semester, student will increase English inflectional morphology skills to understand and express -list inflections based on grade level standards in 8 out of 10 opportunities with minimal cueing in conversation as demonstrated through speaking, reading, and writing in the classroom.

Great Resource

<https://bilinguistics.com/speech-therapy-goals/>

Morphology

Morphology plays such a key role in English. Since English is a deep orthographic language, morphology plays a key role in reading, spelling, and writing. It also supports syntax for auditory and reading comprehension, as well as vocabulary acquisition.

Morphology Evidence

- Research has consistently demonstrated the importance of morphological awareness in reading, especially in supporting reading comprehension (Carlisle, 2000; Nagy, Berninger, & Abbott, 2006).
- For EL students, teachers must be explicit and clear about how morphemes function and behave in English (Hickey and Lewis, 2013).
 - “Teachers” must understand how morphemes work in the native language.
 - Romance languages (Spanish, French, Portuguese, Italian, Romanian, and Catalan) are based in Latin as a linguistic ancestor.
 - Instruction in Latin based morphemes (Tier I may share roots with Tier II and Tier III words)
 - Instruction in cognates (share a common root)
- A morphological intervention program for grades 5-10 English Language Learners that included twelve units that systematically teach sets of derivational morphological endings through word, sentence, and paragraph activities. Gains were noted after 8 weeks. Morphological usage increased by at least 24% and spelling by at least 30% (Green, Garza, Hauck, Ruiz, Siordia, 2011).

Understanding Morphology in the Native Language

Given that English morphological processes differ from other languages in a variety of ways, it is imperative that teachers acquire morphological information about the home languages of their students. When providing morphological instruction for English learners, teachers must be explicit and clear about how morphemes function and behave in English (Hickey & Lewis, 2013).

By understanding the students’ native language and whether there are compound words, inflectional or derivational morphemes can lead to better understanding of the function of morphemes in English. The aforementioned progression we would use for a student whose L1 is English may be different for a student who is learning English as a second language. If the native language does not have inflectional morphemes, we may want to start with derivational first.

Examples

Similarities

- Spanish & English both have compound words, inflectional & derivational endings
 - Both have a plural –s (pronounced only as /s/)
 - Both have a marker for –ing (but not the same as English -ando, -iendo)

Differences

- Spanish does not have the past tense-ed ending.
- Spanish does not mark 3rd person singular verbs with –s
- Comparative and superlative are marked differently
Ex. He is the tallest = El es **mas** alto.

Compound Words

- Most compound words in Spanish are masculine and are formed by taking the verb and then adding the plural noun (very rarely is it in singular).
- Verb + Noun (plural)
Parar + aguas = el paraguas (umbrella)
- A lot of compound words also end with a 's' however this does not mean that they are in the plural form; most do not change in the plural and singular form. A way to know if a compound word is plural is by looking at the article.

Inflectional & Derivational Morphology & Compound Words,

A morpheme is the smallest unit of meaning. By understanding how morphemes are used and marked in the native language, the educator can use this information to assist students in understanding morphemes in English. For example, In English and in Spanish, words can have affixes (prefixes and suffixes) and a root word (i.e., Latin roots). (Examples: maltratar-to mistreat, componer (with and put meaning to compose or put together, saludo based on the Latin root salu/salv).

Types of Morphemes

Understanding the types of morphemes will support understanding of how morphemes work in the L1 of the student that you are working with.

Free Morphemes"

Free morphemes can stand alone with a specific meaning, for example, in English, word such as walk, baby, red are free morphemes. In English, compound words are formed with two or more free morphemes such as rainbow, ice cream.

Bound Morphemes

Bound morphemes cannot stand alone with meaning.

Base and Roots

The root of the word can either be a base word or a root.

Base words are free morphemes words that can stand alone that a prefix or suffix can be attached to such as play (replay, playful)

A root word is a bound morpheme that mostly comes from Greek or Latin and cannot usually stand alone such as -ject (reject, rejection). As in Greek, two bound morphemes come together to form a word such as photo and graph to form photograph. In Latin, these roots have an affix attached such as fraction (refract, fraction).

Inflectional Morphemes

Inflectional morphology aspects of the grammatical function of a word and includes plural, verb tense, possessive, and comparative/superlative adjectives and adverbs. All inflectional morphology usually produces different forms of the same word rather than different words (leaf/leaves, write/writes). This includes:

- General rule: Inflectional morphemes do not receive dictionary entries as separate or unique words, and the inflection does not change the basic meaning of the word.
- In English, inflectional morphology includes (in order of acquisition in English):

Brown's Mean Length of Utterance

Based on Brown (1973) the following is the order of acquisition of the first five inflectional morphemes. Brown states that all of these should develop by four years of age.

Inflectional Morpheme	Age of Acquisition	Example	CCSS
Present progressive (-ing)	27-30 months	Baby crying.	1 st grade
Plural regular (-s)	27-30 months	I want cars.	Kindergarten
Possessive ('s)	31-34 months	Sam's ball.	1 st grade

Past regular (-ed)	35-40 months	She walked ed home.	Kindergarten-1st
Third person regular (-s)	35-40months	Malcolm plays s .	1 st grade
Past participle (-en) (Uncontractible and contractible aux. verbs)	41-46 months	She has spoken. It is written.	2 nd grade (irregular past tense)

Brown (1973) does not include comparative and superlative for adjectives and adverbs. The Common Core State Standards (2019) lists these inflectional morphemes in the following standards.

Inflectional Morpheme	Grade Level Standard
Comparative (-er) and Superlative (-est)	3 rd grade

Compound morphemes

In English, when two free morphemes are used together to yield a new meaning, a compound is formed. In English, compound words can be written in three ways: as open compounds (spelled as two words, e.g., ice cream), closed compounds (joined to form a single word, e.g., doorknob), or hyphenated compounds (two words joined by a hyphen, e.g., long-term). Sometimes, more than two words can form a compound (e.g., mother-in-law).

Many other languages also have compound words. Some examples will be given below.

Derivational Morphemes

Derivational morphology includes base (root) words to which affixes (word beginnings or endings) are applied. Adding affixes that include prefixes and suffixes can change meaning (leaflet, writer, rerun). Derivational morphology usually has its own dictionary definition.

Steps in Morphology Intervention

An explicit, systematic and sequential scope and sequence in morphology intervention will yield the best understanding and use of morphemes. Based on what we know about the L1 for Emergent Bilinguals and how morphemes work in their L1, we may not follow this same progression.

Explicit

1. Introduce the concept of morphology and provide many relevant examples.
2. Discuss importance of morphology (understanding the smallest unit of meaning)
3. Explain of target patterns and examples
 - Inflectional - number, tense, person, case, gender, and others, all of which usually produce different forms of the same word rather than different words (leaf/leaves, write/writes).
 - Plural, possessive, third-person singular, present tense, past tense, present participle, comparative degree, and superlative degree
 - Rule of thumb: Not given their own words in the dictionary and does not change the basic meaning of the word
 - Compound - 2 or 3 words that mean something different when combined (i.e.: sun and moon can be combined with light for sunlight and moonlight.)
 - Derivational- base (root) words to which affixes or word beginnings or endings, can be added to change meaning (leaflet, writer, rerun) and
 - There are base words to which affixes can be added to which change the meaning.
 - Have separate dictionary headings
 - Affixes and roots are also known as bound morphemes.

Systematic and Sequential Intervention

Intervention then focuses on identifying the regularities or patterns of morphology in language. Depending on the L1, the sequence in which morphemes are targeted may change.

Morphology Strategies

The following strategies will support morphology acquisition in English. For inflectional morphology, begin with any inflections that are present in both languages. After mastery of these, then add the other inflections.

Compound Words Strategies

The first is *compounding*, which involves combining two or more free morphemes to create a new word. For example, sunlight and moonlight both contain two morphemes –

sun/moon and light – and the meaning of each compound word is a combination of the two morphemes. English-speaking children show an understanding of compound words in the preschool years, with age-related increases until approximately 5 years (Clark, Hecht, & Mulford, [1986](#)).

Examples of Compounds from Other Languages

In Spanish, compound nouns are often created by attaching the plural form of a noun to the base of a verb. These words always look plural and sometimes even look feminine, but a compound noun is always masculine and is the same in its singular and plural form. *abre* (opens) + *latas* (cans) = *el abrebatas* (the can opener) or *los abrebatas* (the can openers)

Dutch is a language rich with compound nouns. Some are almost identical to German – so a Dutch tortoise is also a *schildpad*, (or 'shield toad') a vacuum cleaner a *stofzuiger* ('dust sucker') and a glove a *handschoen*.

Hungarian Example *körömpörkölt*, meaning 'nail stew.'

In German, they are conventionally written in solid form: *Eisenbahn* ('ironway') railway;

In French, one kind of compound has the form of a prepositional phrase: *arc-en-ciel* ('arch in sky') rainbow. Another consists of a verb-noun phrase: *gratte-ciel* ('scrape-sky') skyscraper.

In Mandarin has compound words such as 大衣 (dà yī) "overcoat" 足球 (zú qiú) = "football"

Morphology: Specific Strategies

The following section provides specific strategies to support students in learning English compound words.

Compound Creation

Cards or other objects such as Duplo blocks can be used to form compound words in English.

side

mower

lawn

walk



Activities

The following activities are a fun way to target compound words and how they work in English.

1. How many words Can You Make?

Provide a word that could be used to make many different compound words and challenge the student to make as many as they can. (For example: work – workplace, workbook, workout, homework, workshop, teamwork, footwork)

- a. Students may need written words in order to combine.
- b. Provide an anchor chart as needed.

2. Meet a Friend

Each student has a base word and walks around to find another student that would have a word that would go with it and make sense.

- a. A picture or the words can be added to the base Duplo block that would provide a cue for the two words that would come together.
- b. An anchor chart could be posted in the front of the room that would contain each compound and a picture to go with it.



3. Compound Word Memory Game

Students take turns turning over cards that would contain each base word and attempts to make a real word. Students could also try to describe the meaning of the word if two base words don't make a real compound word.

Resources

Books

- [Cloudy with a Chance of Meatballs by Judi Barrett](#)
- [If You Were a Compound Word by Trisha Speed Shaskan](#)
- [Thumbtacks, Earwax, Lipstick, Dipstick: What Is a Compound Word? By Brian P. Cleary](#)
- [Once There Was a Bull Frog by Rick Walton](#)

YouTube videos

- Guess the Word Challenge: Brain Riddles for Kids with Answers <https://youtu.be/dt3iFjD-xfI>
- The Compound Word Game <https://youtu.be/N8uMGPAWIlw>

Other

<https://blog.allaboutlearningpress.com/compound-words/>

<https://www.teacherspayteachers.com/Browse/Search:compound%20words%20esl>

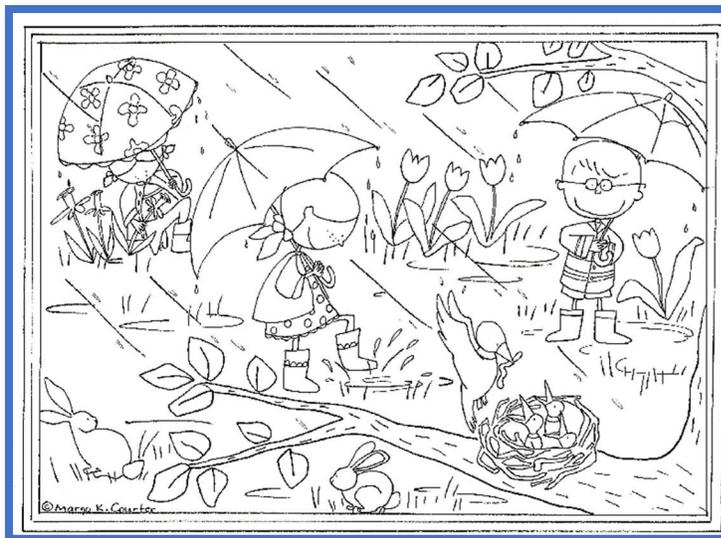
<https://www.vocabulary.co.il/compound-words/>

Inflectional Morphology Strategies

Many languages, such as Latin, Spanish, French, and German, have a much more extensive system of inflection. For example, Spanish shows verb distinction for person and number, "I, you, he, they live," *vivo, vives, vive, viven* ("I live," "you live," "he lives," "they live"). <https://www.britannica.com/topic/inflection>

Inflectional Morphology (-ing, plural –s and -es, possessive –s, 3rd person singular –s, past tense –ed, -er, -est)

Use scenes from a book in the classroom or make cards to demonstrate subject, verb, and direct object or prepositional phrase to elicit early developing morphology. If working with EL students, it is important to understand which, if any, inflections are marked the same way in the first language. For example, in Spanish, the –ing and plural –s are marked similarly as they are in English; therefore, these are the inflections targeted first.



(Season pictures are available on Margo's website)

Inflectional Morphemes

Today (Present Progressive): She is splashing in the puddle.

3rd Person Singular: She splashes in the puddle.

Yesterday (Past Tense): She splashed in the puddle.

Possessive: It is the girl's umbrella.

-er and -est: The mommy bird is bigger than the baby birds.

(Discuss plants). The grass is bigger than the flowers. The tree is the biggest plant in the picture.

Highlighting Inflectional Endings

The following strategies can be used with students that are leaving off the inflectional endings when speaking, reading, and spelling.

Step 1: The speech-language pathologist or teacher highlights the inflectional endings. May only begin with the inflectional morphemes that are present in both languages.

Step 2: The student's finger goes under the words and the SLP or teacher's finger goes above the word.

Step 3: The student reads the words and sentences.

Step 4: If the student is able to read the words and include the inflectional endings, the student continues to read.

Step 5: If the student leaves it off, the SLP or teacher keeps his or her finger above the word. The student has to come back to that word and add the ending.

Activity

Johnny and Sally are walking to the park. Johnny stops and he smells the yellow flowers. He says, "I have never smelled flowers sweeter than these." As they are walking again, Sally stops and looks at two beautiful butterflies. She says, "These are the prettiest butterflies I have ever seen." Johnny says, "I think my flowers are prettier than your butterflies." Sally says, "My butterflies are bigger than your flowers." The two then decide that both the flowers and the butterflies are the sweetest and prettiest things they have seen all day. At the park, Sally and Johnny played, jumped, and laughed all day long!

Targeting Differences

The following example demonstrates languages that have a /s/ sound that is always produced as the same sound whereas in English, the /s/ can be pronounced as /z/. The second example is for past tense and the three pronunciations in English.

In English, /s/ is pronounced /z/ when the word ends with...

Final Letter	Plurals	He/She/It
b	mobs	grabs
g	bugs	brings
v	caves	loves
d	parades	slides
m	jams	slams
n	vans	bans
l	dolls	calls
r	doors	stars
w	cows	sows

One must also know as we are working on English sounds whether or not the sound occurs in the L1 in the position that we are targeting. For example, /d/, /n/, and /l/, from

the list above are a few of the sounds that occur in the final position in Spanish (sed, están, sol). /s/, /z/m and /r/ also occur in the final position (estas, pulgar, pez)

In English, Pronounce /s/ when the word ends with...

Final Letter	Plurals	He/She/It
p	caps	stops
k	tasks	asks
t	dots	pats
f	puffs	stuffs

In English, Pronounce /ez/ when the word ends with...

Final Letter	Plurals	He/She/It
s	glasses	passes
ch	matches	watches
sh	dots	pats

Past Tense In English, -ed pronounce /d/ when the word ends with...

Final Letter	Past Tense
b	mobbed
g	begged
v	loved
m	jammed
n	banned
l	called
r	starred
w	sowed

In English, -ed pronounce /t/ when word ends with...

Final Letter	Past Tense
P	stopped
K	asked
S	passed
F	stuffed

Source: <http://www.colorincolorado.org/article/capitalizing-similarities-and-differences-between-spanish-and-english>

Derivational Morphology

While differences in L1 and L2 (target language) morphology can create opportunities for morphological instruction, similarities in morphological structure between languages can also generate teaching points.

Example for Spanish

The following presents suffixes that are similar in Spanish and English. It will also present near perfect and perfect cognates.

Similar Prefixes English/Spanish

English/Spanish
de- or -dis (off or from, remove or take away)
re- (again)
in-, im-, ir-, a- (not, no, reversal)
pre- (before)
anti- (against)

Examples

Prefix	English	Spanish
de-	deconstruct deformed	deconstruir deformado
im-	impossible imperfect	imposible imperfect
re-	reuse repeat	reusar repetir

pre-	precaution prevent	precaución prevenir
anti-	antibiotic antidote	antibiótico antídoto

Similar Suffixes English/Spanish

English	Spanish
-ous (possessing or full of)	-ioso
-tion (the action of)	-ción
-ary (relating to)	-ario
-ic	-ico
-ct	-cto

Examples

English	Spanish
-tion	-ción
action attention celebration constitution exposition fiction	acción atención celebración constitución exposición ficción
-ary	-ario
anniversary glossary primary vocabulary	aniversario glossario primario vocabulario
-ic	-ico
academic characteristic democratic economic geometric poetic	académico característico democrático económico geométrico poético
-ous	oso
curious delicious numerous	curioso delicioso numeroso

-ct	-cto
abstract	abstracto
act	acto
conflict	conflicto
correct	correcto
insect	insecto
perfect	perfecto
product	product

Resource

- www.realfastspanish.com/vocabulary/spanish-cognates
- <https://www.teacherspayteachers.com/Product/Word-Lists-with-Common-Shared-Prefixes-Bases-and-Suffixes-in-English-Spanish-4310785>

Common Greek and Latin Roots

Romance language, meaning that it has Latin as a linguistic ancestor (French, Portuguese, Italian, Romanian, and Catalan) have cognates in English.

Cognates are words in two languages that share a common ancient root.

False cognates are words in two languages that look similar but have very different roots and meanings (i.e.: sano in Spanish means healthy but looks like the English word "sane".)

Example: Cognates from Spanish and English

Root	Meaning	Origin	English examples	Spanish examples
aud	hear	Latin	auditorium audition	auditorio audición
astir	star	Greek	astrology astronaut	astrología astronauta
bio	life	Greek	biography biology	biografía biología
dict	speak, tell	Latin	dictate dictator	dictar dictador
mit, mis	send	Latin	mission transmit	misión transmitir
ped	foot	Latin	Pedal pedestal	pedal pedestal

phon	sound	Greek	phoneme microphone	fonema micrófono
port	carry	Latin	transport portable	transportar portátil

Common Greek and Latin roots that are cognates in English and Spanish from blogs.svvsd.org/

Resources

Nordquist, Richard. "Cognate: Definition and Examples." ThoughtCo, Feb. 10, 2021, thoughtco.com/what-is-cognate-words-1689859. <https://www.thoughtco.com/what-is-cognate-words-1689859>

Common Greek and Latin roots that are cognates in English and Spanish

blogs.svvsd.org/

Derivational Morphology Strategies

Derivational Morphology Matching or Memory Game

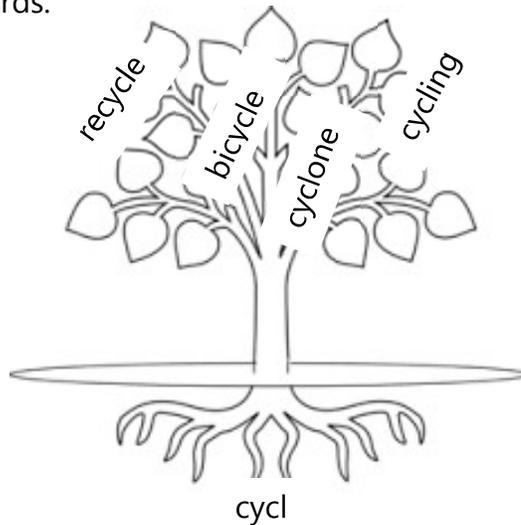
- Step 1:** Use a board with the native language words paired with a picture. Make a second board with the same picture paired with the English word.
- Step 2:** Cut out the English word/picture and have the student match it to the native language board. Have the student say the word in their native language and then say the word in English.
- Step 3:** Cut out both boards and have the student play a matching game. This will provide practice in identifying the words in English without always matching to the native language word.
- Step 4:** Use the English words as flashcards and have the student tell you the meaning of the word.



Greek and Latin Roots (if a Romance language)

Root Tree

- Begin by writing a Greek or Latin word element and a few words that have this root.
- Discuss what the example words have in common and support students as they hypothesize the meaning of the Greek roots before revealing the definition,
- Next, challenge students to brainstorm other words that are morphologically related to add to the chart.
- Have the students create their own charts and make illustrations to help them remember new words.



Flashcards

Create flashcards with the root on the front and a sentence using a word with the root. On the back, have the student find a picture or draw a picture to assist with understanding and retrieval of the meaning of the root.

Front:

auto

She wrote an autobiography about herself.

Back:

Self

A small illustration of a book titled 'LIFE STORY'.

Front:

therm

The thermostat was turned up to heat up the room.

Back:

Heat

An illustration of a hand turning a thermostat dial. The dial has numbers 10, 15, and 20, and a degree Celsius symbol. The hand is shown in a light skin tone, and the dial is a light blue color.

Goals and Objectives

The following goals and objectives are offered as a suggestion for targeting morphology.

Inflectional Morphology

Goal

(Timeframe), ____ will use (list the inflection to be targeted) in (phrase/sentence/conversation) in 8/10 of the opportunities with (minimal / moderate / maximal cues/)

Objectives

At the 9 week grading period (or the specific date), ____ will use regular plural markers in phrases in 8/10 of the opportunities with moderate cues.

At the end of the second grading period (or a specific date), ____ will use regular plural markers in phrases and sentences in 8/10 of the opportunities with minimal cues.

At the end of the third grading period (or a specific date), ____ will use regular plural markers in oral and written sentences in 8/10 of the opportunities with moderate cues.

At the end of the academic year, ____ will use regular plural markers in phrases in 8/10 of the opportunities in conversation, reading, and writing with minimal cues.

Derivational Morphology

Standards for derivational morphology will mostly be 3rd grade through high school.

Goal

At the end of the second semester, student will increase English prefixes and suffixes skills in order to understand and express -list derivations based on grade level standards or state most common prefixes and/or suffixes in 8 out of 10 opportunities with minimal

cueing in conversation as demonstrated through speaking, reading, and writing in the classroom.

Objectives

At the 9 week grading period (or the specific date), ____ will use known words with prefixes applied in phrases in 8/10 of the opportunities with moderate cues.

At the end of the second grading period (or a specific date), ____ will use known words with prefixes applied will in phrases and sentences in 8/10 of the opportunities with minimal cues.

At the end of the third grading period (or a specific date), ____ will use known words with prefixes applied in oral and written sentences in 8/10 of the opportunities with moderate cues.

At the end of the academic year, ____ will use known words with prefixes applied in phrases in 8/10 of the opportunities in conversation, reading, and writing with minimal cues.

Reflection and Review:

- What are the morphology structures of the languages that you serve? If you are unsure, where can you go to find them?

- Would you begin with inflectional morphology or derivational based on the L1 structure?

- What are some strategies that we highlighted in this section that you can use in therapy or strategies that you use that you can adapt?

Morphology Conclusion

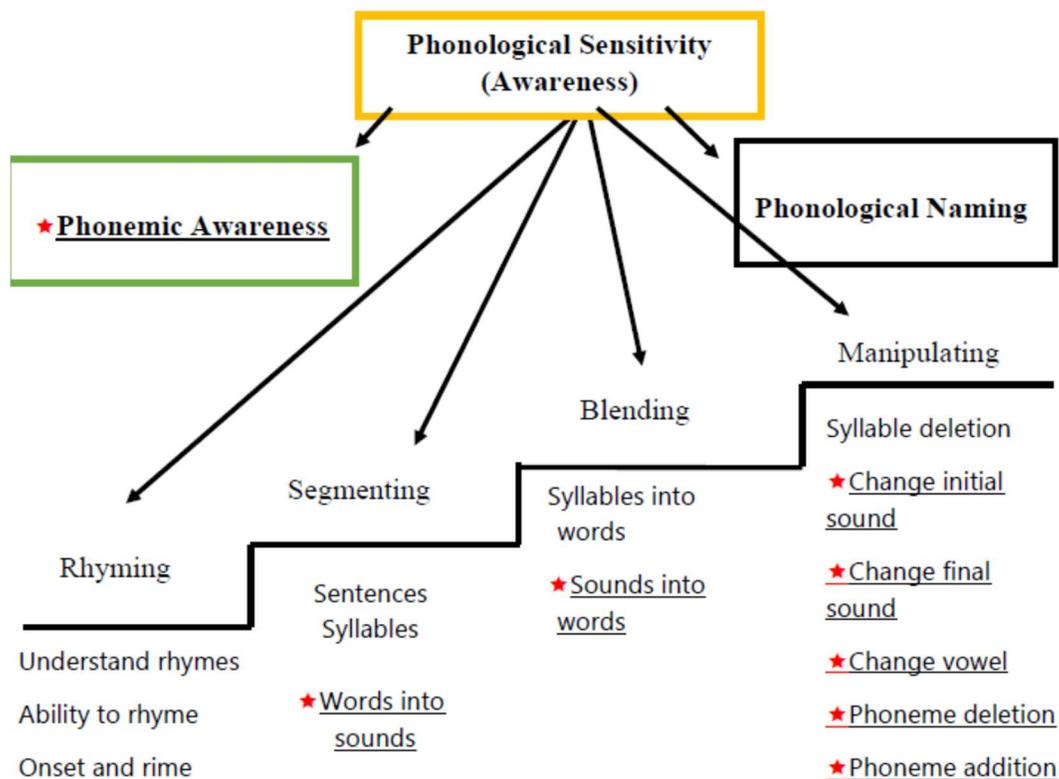
In this section, we discussed the importance of understanding morphology in the L1 in order to support acquisition in L2 for students with language disorders that we would see in therapy. Although our focus is the students who are EL but also experiencing a language disorder in both languages, the concepts and strategies above can also be applied to L2 language acquisition. In English, we begin targeting inflectional morphology because with an L1 of English, this is how morphology develops. For students that English is the L2, we must know how morphology develops in the L1 to know whether to target derivational or inflectional first.

Phonology

Knowing which sounds are present in both languages as well as the discrimination of the production is an important element to understanding when these phonemes are placed in words. The number of syllables present in the first language is highly important as well.

According to August and Shanahan in a report titled *Developing Literacy in Second-Language Learners: Report of the National Literacy Panel on Language-Minority Children and Youth* stated, "Instruction that provides substantial coverage in the key components of reading — identified by the National Reading Panel (NICHD, 2000) as phonemic awareness, phonics, fluency, vocabulary, and text comprehension — has clear benefits for language-minority students. However, while approaches that are similar to those used with native-language populations are effective, the research suggests that adjustments to these approaches are needed to have maximum benefit with language-minority students." (p. 3)

Phonological Sensitivity (Awareness) Skills



Phonology Evidence

1. ***EL students with strong phonological awareness skills in English demonstrated a higher potential for reading achievement in later years*** (Genesee, Lindholm-Leary, Saunders, Christian, 2005)
2. ***Phonological awareness skills transfer back and forth between the native language and second language*** (Dickinson, McCabe, Clark-Chiarelli, & Wolf, 2004; Cardenas-Hagan, Carlson, Pollard-Durodola, 2007).
3. Building letter and sound knowledge in the native language would allow the student to learn these skills more quickly while learning English as a second language
4. Research has demonstrated that the ability to blend and segment individual phonemes is a strong predictor of overall reading achievement in Spanish, both for monolingual Spanish-speaking children (Bravo & Orellana, 2006) and for Spanish/English bilingual children (Branum-Martin, Mehta, Fletcher, Carlson, Rotiz, Carol, & Francis, 2006)
5. In Spanish, unlike in English, reading accuracy is not a strong predictor of reading comprehension (Lopez-Escribano, Elosúa, Gómez-Veiga, & García-Madruga, 2013).
 - Spanish has a very predictable orthography, sometimes referred to as a *transparent orthography*. Once children learn the basic sound-symbol

correspondences, they can easily decode most Spanish words. Thus, by the end of first grade, children can read most Spanish text with a high level of accuracy, regardless of the familiarity of the word patterns.

- Children can often decode text far beyond the level at which they have good comprehension of what they are reading, and this drop in comprehension is usually accompanied by a drop in reading rate.

The following information from Irujo (2015) provides valuable information regarding phonemic and phonological awareness instruction.

1. Before phonics instruction begins, students must have the phonemic awareness skills they need to perceive individual sounds in words. This is particularly important for sounds that are problematic because of the native language.
2. Teachers must be aware of whether a students' native language uses a non-Roman alphabet or is non-alphabetic. Even if ELs have had no instruction in reading in the native language, environmental exposure to a different writing system can negatively affect the ease with which they learn to recognize the letters of the English alphabet.
3. ***ELs must be able to hear and reproduce English sounds with a degree of accuracy commensurate with their pronunciation abilities before they are taught to make associations between those sounds and particular letters.***
4. It is helpful to explicitly point out different letter combinations that have the same sound and provide extra practice with them. Multiple spellings of the same sound can be very confusing for ELs, particularly if they have had some reading instruction in a language such as Spanish, which has almost completely regular sound-symbol correspondences.

Resource

Development of Phonological Skills

<https://www.readingrockets.org/article/development-phonological-skills>

Biliteracy

Biliteracy is the ability to effectively communicate or understand written thoughts and ideas through the grammatical systems, vocabularies, and written symbols of two different languages <https://www.colorincolorado.org/glossary/biliteracy>.

- Literacy gained in this stronger language then serves as a foundation for skill transfer between languages, which also facilitates the mastering of literacy in the weaker language (Cummins, 1991, 1996).
- Secondly, transfer also largely depends on language distance, which is known as the similarity between the orthography (i.e., writing systems) and language structure (i.e., grammar) of two languages. Two languages written in an alphabetic system (e.g.,

English and Spanish) are generally considered more amenable to skill transfer than would an alphabetic and ideographic language (e.g., English and Chinese) (Bialystok, McBride-Chang & Luk, 2005).

- Studies have also reported positive transfer of phonological or morphological processing in non-alphabetic languages such as Chinese (Bialystok, McBride-Chang & Luk, 2005; Chan & Siegel, 2001; Chen et al., 2004; Gottardo, Yan, Siegel & Wade-Woolley, 2001; Wang, Cheng & Chen, 2006; Wang, Yang & Cheng, 2009)
- These studies reported specific skills that transferred between languages of close linguistic distance, including phonological awareness and processing between alphabetic languages (e.g., English and French or Spanish) (Bialystok, 1997, 2001b, 2002; Bialystok, Luk & Kwan, 2005; Bialystok, McBride-Chang & Luk, 2005; Branum-Martin et al., 2012; Chen et al., 2004; Jared et al., 2011; Schwartz, Leikin & Share, 2005; Wang, Park & Lee, 2006; Wang, Perfetti & Liu, 2003)

Explicit and Systematic Instruction

Just as all other instruction, phonological awareness instruction must be explicit and systematic. The following information is adapted from Roberson (<https://www.colorincolorado.org/article/reading-101-english-language-learners>)

Step 1

Educators must learn as much as they can regarding the students' first language.

- Start by visiting a resource such as MyLanguages.org or Omniglot.com, which shares an overview of many different global languages.
- Determine which sounds are similar between the students L1 and English. This is the starting point for instruction.

Step 2

Support students in making the connections between their native language and English through explicit instruction.

- Ask students how their language is the same or different than English in terms of how the language is written, the sounds that letters or symbols make, and words that might be related or sound the same as words in English.
- Discuss further sounds and letters (symbols/graphemes) that are similar between both languages as well as those that are not shared.

Step 3

Teach the vocabulary of phonemic and phonological awareness skills including sounds, symbols (letters, graphemes), rhyme, blend, segment, manipulate, delete, add, substitute.

Step 4

Model production of English sounds

Step 5

Follow a systematic and sequential progression through phonemic awareness in English including sound/symbol representation.

Step 6

Teach phonics rules of English including the six syllable patterns.

Remember to incorporate morphology into instruction as English is a deep orthographic language based on spelling patterns and the inclusion of morphemes.

Determining a Phonological Difference vs. a Phonological Disorder

We have to know sounds (phonemes) that are similar and sounds that are different between the L1 and the L2. We also have to understand if there are rhyming words between the two languages as well as if the L1 is more of a single syllable or multisyllable language. These distinctions aid in our understanding of a phonological difference vs. a phonological disorder.

Order of Acquisition of Phonological Awareness Skills

The following chart provides information regarding typical development of phonological awareness skills as provided by Moats and Tolman, 2009.

Age	Skill	Consideration
4 years	Rote imitation of rhymes and alliteration	Are there rhyming words in L1 and what is the function?
5 years	Rhyme recognition (which word doesn't belong)	Are there rhyming words in L1 and what is the function?
	Recognize phonemic change in a word (Brown Pear, Brown Pear, What do you see?)	Is the student familiar with the story? Is the change in phoneme a sound that is in L1?

	Clap out syllables (Target 2 and 3 syllables then move to 1) Begin with compound words	Is the L1 more monosyllabic or multisyllabic? Does the L1 have compound words? If not, begin with words that match the syllable pattern in the L1. Use Google translator to present words in the L1 for the students to segment.
5 ½ years	Can separate a word into its phonemes (segmenting sounds in a word)	When the students state the phonemes, are discrimination errors present? Are these errors based on differences in L1 and L2?
	Blend onset and rime (c at = cat)	Is there onset and rime in L1 and what is the function?
	Produce a rhyming word	Are there rhyming words in L1 and what is the function?
	Tell the first sound in a word	Target first with a beginning sound that exists in both languages (i.e.: First sound in baby. The /b/ sound is in both languages)
6 years	Can delete (manipulate) part of a compound word or a syllable from a two syllable word	Does the L1 have compound words? If not, begin with words that match the syllable pattern in the L1.
	Blends 2 or 3 phonemes	If the L1 is a multisyllabic language, this skill may be more difficult.
	Segment two or three phonemes in a word	If the L1 is a multisyllabic language, this skill may be more difficult.
6 ½ years	Segment three or four phonemes in a word	This is still a single syllable word. If the L1 is a multisyllabic language, this skill may be more difficult.
	Manipulate (substitute) a sound in a simple word to form a new word (Change the l in lip to /s/)	This is still a single syllable word. If the L1 is a multisyllabic language, this skill may be more difficult.

7 years	Delete sounds in the initial and final position (not including blends)	If the L1 is multisyllabic, may try a multisyllabic word
8 years	Delete initial sounds including blends	Are there blends in the L1?
9 years	Sound deletion for medial and final sounds	

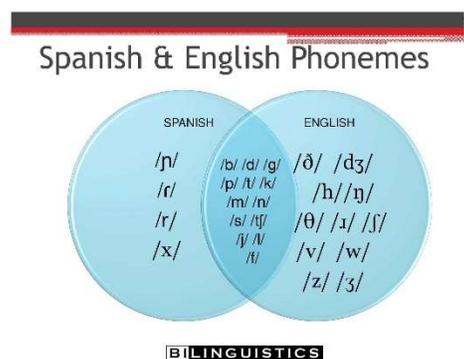
Moats, L, & Tolman, C (2009). Excerpted from *Language Essentials for Teachers of Reading and Spelling (LETRS): The Speech Sounds of English: Phonetics, Phonology, and Phoneme Awareness (Module 2)*. Boston: Sopris West.

<https://www.readingrockets.org/article/development-phonological-skills>

The following examples provide an example of phonological differences between Spanish and English.

Example: Phonemic Awareness

The following diagram provides a comparison between Spanish and English phonemes (Kester, 2014). Permission granted



Resources

Other diphthongs and more information are available at <https://www.spanishdict.com/guide/spanish-vowels>

Learn Languages

Provides information regarding sounds, vocabulary, and parts of speech in 95 different languages. <http://mylanguages.org/>

Example: Rhyming in Spanish

The following presents some final sounds and rhyming words with those sounds.

-asa and -aza

Casa	House
Tasa	Rate
Masa	Mass or dough
Grasa	Grease or fat
Escasa	Scarce
Taza	Mug or cup
Raza	Race
Terraza	Terrace or balcony
Mostaza	Mustard
Tenaza	Pliers or pincer

-una

Luna	Moon
Runa	Rune
Cuna	Baby crib
Fortuna	Fortune
Hambruna	Hunger
Ninguna	None
Alguna	Any

More rhyming words at <https://spanish.yourdictionary.com/spanish-language/learning-spanish/spanish-words-that-rhyme.html>

Phonological differences between Spanish and English

Spanish	Examples
Final consonants are often devoiced	The word frozen may be pronounced frose. (Impact spelling)
The "h" is sometimes silent in Spanish, particularly at the beginning of words.	For example, the word <i>hold</i> may be read or spelled 'old
The sound "ch" in English may be substituted by "sh"	For example, <i>shoe</i> may be read or spelled as chew or choe
Letter "j" (i.e., judicial) does not exist in Spanish	For example, <i>judicial</i> may be read or spelled as <i>yudicial</i> .

The sound of the voiceless "th" (like "thin") doesn't exist in Spanish.	For example, <i>think</i> may be read or spelled as <i>tink</i>
The sound of voiced th (that) does not exist in Spanish	For example, that may be read or spelled as dat or zat.
The v in Spanish is pronounced with the /b/ sound	For example, <i>very</i> may be read or spelled as berry
The schwa sound is inserted before initial consonant clusters	For example, <i>stay</i> may be read or spelled estay or <i>skate</i> may be read or spelled eskate
Words in Spanish end in many different sounds. (e.g., a, d, e, i, o, u, l, n, r, s,)	The sounds at the end of words may be omitted.
/i/ may be substituted with /ee/	<i>wig</i> may be spelled or read as weeg or <i>whistle</i> may be spelled or read as wheestle

Source: Adapted from Roseberry-McKibbin, 2018

Resources

Difference or Disorder: Understanding Speech and Language Patterns in Culturally and Linguistically Diverse Students (Kester, 2014) Includes: Hebrew, Korean, Vietnamese, German, Czech, Japanese, Farsi, Mandarin, African American English, French, Russian, Spanish, and Arabic

Santa Barbara Papers in Linguistics Volume 6 Aspects of Grammar in Nepali

<https://www.linguistics.ucsb.edu/sites/secure.lsit.ucsb.edu.ling.d7/files/sitefiles/research/papers/Working%20Papers%20Vol%206.pdf>

Activities for Phonemic Awareness

The following activities will support increases in overall phonological awareness skills.

Phonemic Awareness of English Phonemes

Most second language learners, especially in the early stages of learning the language, make use of the closest sound in their own language when the English phoneme is unfamiliar (and they probably "hear" it as the sound of their own language, too). Gibbons, P. (2002) Scaffolding language, Scaffolding learning pg 113.

Always attempt to match up your cues with what the teacher may be using in the classroom for a visual phonics program. These same cues can be used for younger (preschool) and older students (2nd grade and older).

Use visual cues, especially for English vowels, so the student can learn the cues to support discrimination and production.

Strategies

The following strategy is an inexpensive but effective way to work on discrimination of sounds, segmenting sounds and syllables, and blending. It can also be used to target written words as well. For EL, begin with phonemes that are common in the L1 and L2.

Visual Phonics program

A visual phonics program that combines the sounds and symbols with a gesture will support the ability to perceive and learn the sounds in English. Remember to keep sounds pure.

Examples

- Lively Letters <https://www.livelyletters.com/>
- Zoo Phonics <https://zoo-phonics.com/>
- See It & Say It Visual Phonics Program
<https://shop.courtercommunications.com/main>



Use Pictures of the Mouth to Demonstrate Placement of Sound

Pictures of mouth position can be used to provide visual support to accurate placement of English speech sounds. These can be used while targeting specific phonemes and can also be placed at the top of the sound wall which will be described later.

Resources:

<https://www.teacherspayteachers.com/Product/Speech-Sound-Cue-Cards-Freebie-for-Speech-Therapy-2196455> (free)

https://www.teacherspayteachers.com/Browse/Search:free%20mouth%20pictures%20speech%20sounds?gclid=Cj0KCQjwxMmhBhDJARIsANFGOSsBK5T-9tgzD3eAUTSjiduOWtDGhs6Omr_NY5WoyOmYy26qWnSxrLEaAjzTEALw_wcB (various prices)

<https://www.simplykinder.com/product/alphabet-mouth-photo-cards-articulation-photos-with-real-photos/> (\$6.00)

<https://lessonpix.com/clipart/593/Mouth+Sounds> (subscription \$36.00/year)

<https://www.proedinc.com/Products/13608/lips--fourth-edition-mouth-picture-magnets.aspx> (Lindamood Bell Mouth Pictures Magnetic \$32.00)

Target Minimal Pairs

Minimal pairs are helpful to support discrimination of English phonemes that are not present in the L1.

- Begin by selecting a phoneme sound that is in the L1 and a phoneme that is not in the L1 as the minimal pair.
- Use a visual phonics cue to support discrimination of the sounds.
- Scaffold instruction based on students' needs.
 - Have student use cubes to show where the sound changes.
 - Have the student write the word that is given.
 - Have the student either point to the correct picture.

Sample from Commtap Communication Activities: https://en.commtap.org/site-search/resources/1?classification=1-no_type-no_group&keys=Minimal%20pairs

Minimal Pairs

Target minimal pairs to support students in perceiving contrasting sounds in English.

A more extensive list is available on the Google Drive

<https://drive.google.com/file/d/1IT1K4exYZLyvqPot2FokDJ3B8YG3G-QL/view?usp=sharing>

Back sounds to front sounds (/k, g/ and /t, d/)	/s, z, f/ and /t, d, p/ (Stopping)
<ul style="list-style-type: none">• car/tar• Kim/Tim• key/tea• come/tum• cap/tab	<ul style="list-style-type: none">• four/paw• fan/pan• cuff/cup• half/harp• sea/tea• sail/tail

Margo's Word List for vowel + /l/, vowel + /n/, & vowel + /m/

1. Begin with vowel sounds that are in the L1.
2. The words can be arranged in order to complete a manipulation task with blocks (without letters) with changes in the initial and final sound.
3. When the vowel is changed then it would take the student to a new pattern.

For Example:

The short /i/ is in the L1; therefore /il/ words are targeted.

1. Show me /il/ (Student pulls down two blocks of different colors representing two sounds.
2. If that says, "il," show me "bill (bil)" Student adds a different color block to the beginning to represent a new sound being added to the beginning with a total of 3 blocks.
3. If that says, "bill." Show me, "dill." Student changes the color of the first block.
4. If that says, "dill." Show me, "dill." Student changes the color of the first block.
5. If that says, "fill." Show me, "film." Student changes the color of the first block.
6. Or an example of making a vowel change. Show me, "fell." Change /e/ to /i/.
- 7.

<u>eel</u>	<u>il</u>	<u>el</u>	<u>al</u> (short)	<u>al</u>	<u>ail</u>	<u>ile</u>	<u>uel</u>	<u>oil</u>	<u>owl</u>
	bill	bell		ball	bail	bile		boil	
	built	belt							
deal	dill	dealt		dull		dial			
feel	fill	fell		fall	fail	file	fuel	foil	fowl
heal	hill	hell	Hal	hall	hail				howl
<u>ene</u>	<u>in</u>	<u>en</u>	<u>ain/ane</u>	<u>an</u>	<u>un</u>	<u>oon</u>	<u>one</u>	<u>ine</u>	<u>oin</u>
	till	tell		tall	tail	tile		toil	towel
		yell			Yale		yule		
	bin	bend	bane	ban	bun		bone		
			cane	can			cone		coin
Dean	din	den	Dane	Dan	done			dine	
	fin			fan	fun		phone	fine	

Speech to Print

Use beads to demonstrate the sounds that the student perceives in a word.



Steps

1. Have the students place all beads to the right.
2. Provide a word. For younger students start with consonant vowel consonant words (CVC), then move to CCVC or CVCC if the L1 is mostly a one syllable language. May

need to begin with segmenting multisyllable words if the first language is more multisyllabic. (examples of one syllable words in Spanish: sol, si, no, rey, me, tú, ver, dos, tres, seis, gris (gray), más, fin, las, los, con, pez, es, muy)

3. As they segment each sound, have them move a bead to the left to represent the sound.
4. For 2-3 syllable words, have the student clap out the syllables. Then, use the beads to represent the sounds in each syllable.
5. Lastly, the student can place the chenille stem on a piece of paper and touch each bead and write down the corresponding letter.

How Many Sounds

Use cards with a picture on the top and then squares at the bottom (Elkonin boxes). Student sounds out word and place tokens in each spot to demonstrate the number of sounds. The student can then replace each token with the graphemes that represent the sound.



Sound Walls

Sound walls replace the “Word Walls” which have been used in classrooms frequency words. A word wall is organized alphabetically using all 26 letters of the alphabet. We place “sight words” which are words that students have decoded and now can recognize by sight under each letter based on the first letter of each word.

Words that begin with a specific letter should also be organized into categories under that letter based on the first phoneme. For example, under /a/, there would be categories for short /a/, long /a/, and schwa.

Another option is to have two sound walls – one for consonants organized by manner and place of production and one for vowels. On the vowel sound wall, there would be approximately 19 different vowels representing the vowels and their spelling in the English language. (ee, i, e, ae, a, u, o, au/aw, oo (boot), oo (foot), oe, ie, ue, ou/ow, oi/oy, schwa, er/ir/ur, ar, or)

Introduce Phonics Rules in English

English Phonics rules should be explicitly and systematically taught. Taylor, Person, Peterson, and Rodriquez (2003) found the largest growth in reading development was in students who received explicit and systematic phonics instruction.

The following provides systematic instruction in English with consideration for EL. This scope and sequence is based on Moats and Tolman (2019).

Scope and Sequence	Considerations	In English
Predictable consonants (phoneme and grapheme).	Begin with consonants that are similar in both languages	m, l, c (k), n, r, j, w, h, x p/b, t/d, s/z, k/g, f/v always make the same sound
Predictable short vowels	Begin with vowels that are similar in both languages	
Scope and Sequence	Considerations	In English
Open syllable words with one vowel	This concept may be difficult if long vowels in an open syllable do not exist in L1	he, she, we, me, be, so, no, hi
Consonant digraphs	Do digraphs exist in L1?	sh, ch, ð, ø, wh, ng
Two consonant blends	Do consonant blends occur in the L1?	st, sm, sl, ft, lp, sk, sl, cr, cl, tr, dr
/c/ as a borrower from /s/ or k/k		
Hard and soft /c/ and /g/ rules		
Final consonants with nasals		nt, nd, mp, nk
Digraphs	IF similar etymology, explain based on this	/ph/ for /f/, /gh/ for /f/, /ch/ for /k/ and /sh/ (machine)
/tch/ and /dge/		
Diphthongs		/oi and oy/, and /ow and ou/

Also systematically teach the six syllable patterns as they fit into the sequence.

Goals and Objectives

Goal

At the end of the second semester, student will increase phonological awareness skills in order to understand and express -chose: rhyming, blending, segmenting, manipulation in 8 out of 10 opportunities with minimal cueing in conversation as demonstrated through speaking, reading, and writing in the classroom.

Objectives

(Timeframe), ____ will use (phonological awareness skill to be targeted) in (words/phrase/sentence/reading/writing) in 8/10 of the opportunities with (minimal / moderate / maximal cues/)

Reflection and Review:

- What are the phonemes that are the same and which are different between the languages you serve and English?
- Where would you begin with your phonological awareness instruction?
- What are some strategies that we just discussed that you could use in therapy?
- What strategies are you currently using that you could adjust thinking about phonology in the L1 of the students you serve?

Conclusion

When distinguishing a difference or a disorder, we must consider which sounds are in L1 and which sounds are in L2. We can then look at how this difference or disorder is impacting literacy development and reading skills. If errors are caused by differences, we can provide some strategies to the teachers to support English acquisition of phonemes and skills.

Morphosyntax

Research tells us the importance of understanding syntax for auditory and reading comprehension. In order for the student to understand syntax in English, we must understand the syntax in the native language.

Research

1. The Role of Syntax in Reading Comprehension: A Study of Bilingual Readers older children (mid-elementary and above) who were identified as poor (reading) comprehenders were tested on oral sentence-level semantic and syntactic tasks and were found lacking compared to those with better reading comprehension (e.g., Catts, Adlof, & Ellis Weismer, 2006).
2. In addition to verb voice, clause structures—structures that contain a subject and a verb—affect comprehension and recall. Readers recall independent clauses (“He used the help system”) faster than dependent clauses—clauses containing a subordinating conjunction (“Before he used the system, . . .”) (Townsend, Ottaviano, and Bever 1979).
3. Readers show poorer comprehension of important information in dependent clauses than of important information in independent clauses (Creaghead and Donnelly, 1982).
4. Inflectional morphology, particularly verb tense and agreement, is one such area. Sentences that feature long distance dependencies (e.g., reflexive pronouns, object relative clauses, passive voice) are also problematic (Rice, 2003).
5. In 2004-2005, only 51% of students taking the ACT scored at the benchmark (C equivalency) for understanding complex text needed for college readiness.
 - a. The clearest differentiator was students’ ability to answer questions associated with complex texts (complex syntactical structure) NOT critical thinking skills.
6. Native English speakers learn syntax through repetition before they learn the parts of speech and rules of grammar. Many children begin learning English by memorizing words and phrases; it is your responsibility as the educator to ensure the students understand the meaning and usage (Lubin, 2019).

Understanding Syntax in the Native Language

The following from lddproject.net provides a comparison in syntax between Spanish and English as an example of understanding the syntax in L1 to support L2.

Spanish	English	
Structure	Possible Miscue	Structure
Negative		
a. 'no' before the verb <i>A ella no le gusta el arroz.</i>	a. She no like rice.	a. She doesn't like rice.
double negative format may be used <i>A Jorge no le gusta nada.</i>	b. Jorge don't like nothing .	b. Jorge doesn't like anything.
Adjective		
a. <i>La niña bonita.</i> b. <i>El carro azul.</i>	a. The girl pretty. b. The car blue.	a. The pretty girl. b. The blue car.
However, there are some Spanish noun phrases in which the adjective precedes the noun, such as:		
Use of numerals <i>tres libros</i>		(three books)
Use of comparative terms <i>gran maestro</i>		(great teacher)
Use of ordinal numbers <i>la tercera mujer</i>		(third woman)

<http://www.lddproject.net/languages/spanish/spoken/index.html>

Resources

Difference or Disorder: Understanding Speech and Language Patterns in Culturally and Linguistically Diverse Students (Kester, 2014) Includes: Hebrew, Korean, Vietnamese, German, Czech, Japanese, Farsi, Mandarin, African American English, French, Russian, Spanish, and Arabic

Santa Barbara Papers in Linguistics Volume 6 Aspects of Grammar in Nepali

<https://www.linguistics.ucsb.edu/sites/secure.lsit.ucsb.edu.ling.d7/files/sitefiles/research/papers/Working%20Papers%20Vol%206.pdf>

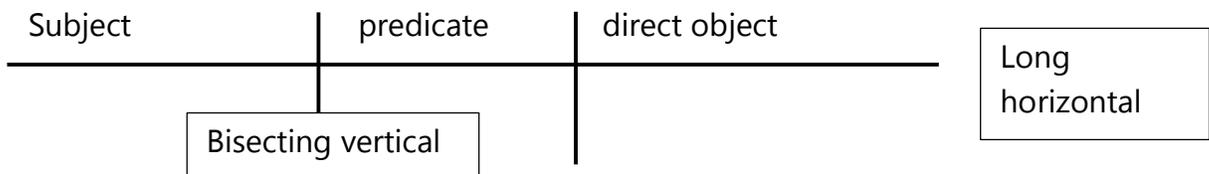
Morphosyntax Strategies

Once we understand the sentence structure and grammar from the L1, we can use this information to understand why word order and grammar does not translate well from the L1 to the L2. We can then design activities to support the syntax of English.

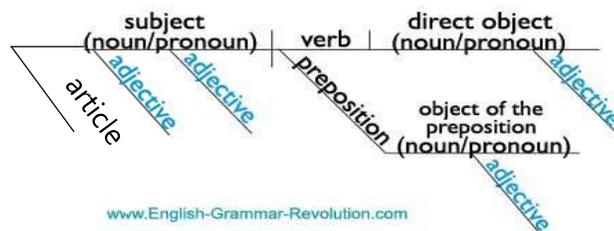
Diagramming Sentences

Sentence diagramming works great to demonstrate the basic sentence structure in English. In English, a basic sentence is on the horizontal line and includes the Subject, Predicate, and Direct Object. Using sentence diagramming can support the grammatical structures and the order of words in a sentence in English.

- Two main lines
 - Long horizontal line holds the subject, verb, certain objects, and complements (part of the predicate of a sentence and describes either the subject of the sentence or the direct object.)



Example of format for simple subject and predicate



Resources

www.English-Grammar-Revolution.com (sentence diagrammer)

<http://grammar.ccc.commnet.edu>

Sentence Diagrammer App for PC (Microsoft) (\$11.99/year)

Sen-Gram- Sentence Diagramming App (IPAD/IPHONE)

Replace the Word

Have students replace a word in a sentence.

I have a **red** book.

I have a **green** book.

I have a **blue** book.

I have a blue **backpack**.

I have a **black** backpack.

I have a **pink** backpack.

Combine Sentences and Add Words

I have a blue book and a red backpack.

I have a blue book in a red backpack.

I have a blue book and a green backpack.

I have a blue book in a green backpack.

Correct the Sentence Game

- Form teams of students or individually in a small group
- Write a sentence incorrectly on the board (words out of order)
- Have the students rewrite the sentence in the correct order on a dry erase board.
- Have the student hold up the board when he/she thinks it is correct.
- The first person or team to get it correct gets a point.

Sentence Frames

A sentence frame is a structure with fill-in-the-blank words created for your students to use as a starter to answer questions. Sentence frames can be used for any subject, including math, science, history, and English (Brakebill, 2018) Here are some benefits of the use of sentence frames in the classroom:

Sentence frames clarify the instructions.

ELs may not understand every word of the instructions, so the sentence frame gives them a better idea of the response you are expecting.

Students can focus on learning the content.

With sentence frames, students can focus on the content because the correct sentence structure is already written for them.

Students learn English sentence structure and grammar.

Students will be able to notice correct English grammar and sentence structures to use in the future.

Classroom conversation is enriched.

Sentence frames are a helpful tool when you are looking to get discussions moving in the classroom because they give students a place to start conversation and share opinions.

Example for younger students

I can _____.

I will _____.

I need _____.

I want _____ and _____.

Example from

https://www.mercerislandschools.org/site/handlers/filedownload.ashx?moduleinstanceid=16787&dataid=40880&FileName=SentenceFrames_Grade4%20.pdf

Informational		Beginning	Intermediate	Advanced
RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	Prompt	<i>What is the text mostly about? Tell me two details about the topic.</i>	<i>What are two details that give information about the topic?</i>	<i>What are two details that give information about the topic? What inference can you make about _____ based on the information in the text?</i>
	Sentence Frames	<i>This text is mostly about _____. One detail is _____. Another detail is _____. I can infer that _____.</i>	<i>I can infer that _____ because _____ and _____.</i>	<i>Two details that tell me about the topic are _____ and _____. I can infer that _____.</i>
RI.4.1* Ask and answer questions to demonstrate understanding of a text, referring to the text as the basis for the answers, both explicit and implicit.	Prompt	<i>What questions can you ask to better understand who/where/what/when/why _____?</i>	<i>What questions can you ask to better understand how/why _____?</i>	<i>What questions can you ask to better understand the text? What details help you find the answer?</i>
	Sentence Frames	<i>What is _____? Where is _____? Who is _____? When is _____? Why is _____?</i>	<i>Why does _____? How does _____?</i>	<i>Who/what/where/why/how _____? The answer is _____. I know because _____.</i>
RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.	Prompt	<i>What is the main idea?</i>	<i>What are two details that give information about the main idea? How do these details support the main idea?</i>	<i>Summarize the text. How do the details support the main idea?</i>
	Sentence Frames	<i>The main idea is _____. One detail is _____.</i>	<i>The main idea is _____. Some details that support the main idea are _____ and _____. Another detail is _____. main idea because _____.</i>	<i>(Student summaries will vary.) The details support the main idea by _____.</i>

Compare and Contrast Example from Salcedo (1970).

Language for Academic Writing and Speaking	
Compare and Contrast	
Use the following frames when you draft a paper or prepare to speak:	
To open	<ul style="list-style-type: none"> ■ The similarities between _____ and _____ indicate _____. ■ By comparing _____ to _____, it becomes clear that _____. ■ A comparison of _____ to _____ reveals _____.
To compare or contrast	<ul style="list-style-type: none"> ■ Although _____ and _____ are, _____ is _____. ■ _____ is _____, whereas _____ is _____. ■ The most obvious difference between _____ and _____ is _____.
To support your ideas	<ul style="list-style-type: none"> ■ One similarity / difference is _____. ■ Their common characteristics include: _____, _____, and _____.
To close	<ul style="list-style-type: none"> ■ By comparing _____ to _____, we learn _____. ■ The differences between _____ and _____ are important because _____.

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Underlining and Highlighting

Following Written Directions or Reading Paragraphs:

Step 1: Read the direction.

Read each sentence below.

Circle the subject and underline the verb. Then write a prepositional phrase on the line to complete the sentence.

Step 2: Reread and underline or highlight key words.

Read each sentence below. Circle the subject and underline the verb. Then write a prepositional phrase on the line to complete the sentence.

Goals and Objectives

Goal

At the end of the second semester, student will increase (clause structure: compound sentences/complex/compound-complex, adverb, preposition, relative clauses) skills in order to understand and express in 8 out of 10 opportunities with minimal cueing in conversation as demonstrated through speaking, reading, and writing in the classroom.

Objectives

(Timeframe), ____ will use (list the specific clause structure i.e.: use of coordinating conjunctions, relative clause embedded in a sentence, etc.) in (sentence/conversation) in 8/10 of the opportunities with (minimal / moderate / maximal cues/).

Reflection and Review:

What is the sentence structure of the languages you serve?

Where would you begin with your syntax in English instruction?

What are some strategies just discussed you can use in therapy?

What are some strategies that you already use that you can adapt?

Conclusion

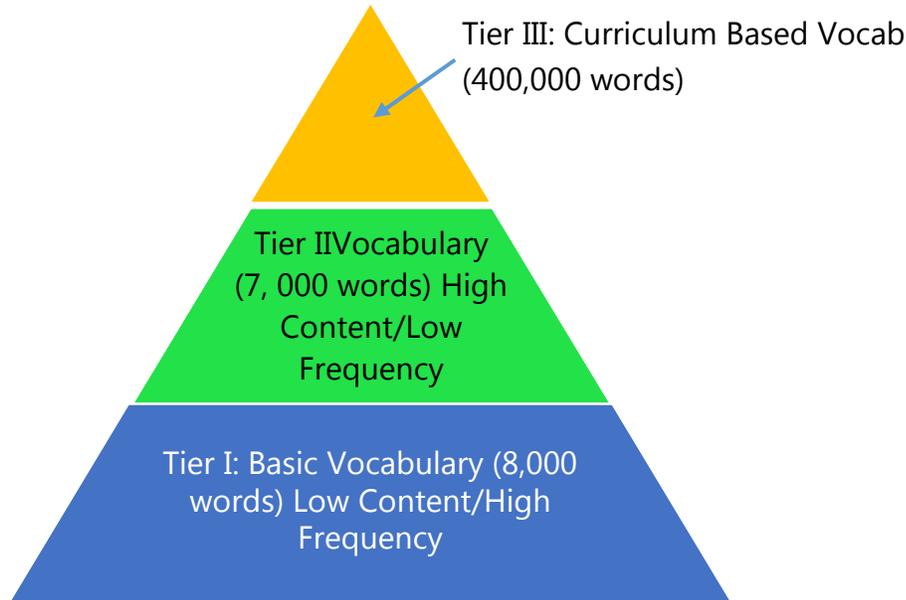
Morphosyntax development is crucial for auditory and reading comprehension. Verb voice and clause structure must be understood in the L1 so similar structures can be targeted first then bridge to L2 only structures.

Semantics (Vocabulary)

English is complex regarding its multiple meanings of words (homonyms) that are spelled and pronounced the same but have different meanings (homographs) as well as words that are sound the same but are spelled differently and have different meaning (homophones).

Three Tiers of Vocabulary

Beck, McKeown, & Kucan (2013) state that words have a different degree of utility. By separating words into three tiers, Beck et al provide a way to teach vocabulary based on the instruction that is being provided in the classroom.



Research

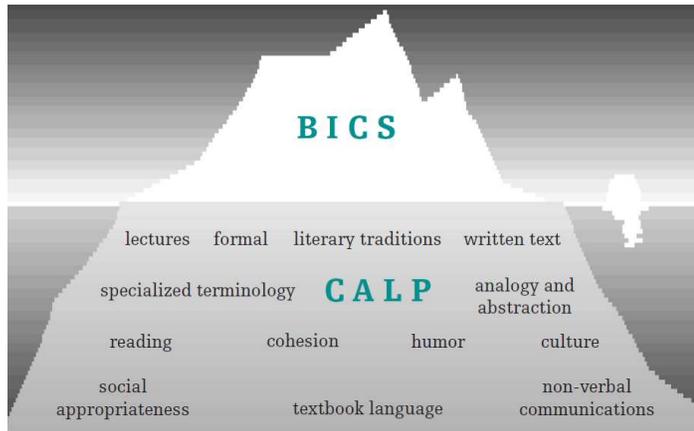
- To build vocabulary for EL students, explicit and implicit instruction is necessary. They benefit from explicit instruction in the native language for Tier II vocabulary as well as in English if it is presented through concrete, hands-on experiences and in thematic unit that allow for repetition throughout the day (Schwanenflugel, Hamilton, Wisenbaker, Kuhn, & Stahl, 2004).
- Teaching vocabulary in both languages to low socioeconomic status (low SES) Spanish-English preschool children demonstrated significantly greater vocabulary growth than English only (Mendez, Crais, Castro, and Kainz, 2015).

Definitions

Basic Interpersonal Communication Skills (BICS) needed for day to day social interactions rely on Tier I and Tier II. (This is developed within the first two years)

Cognitive Academic Language Proficiency (CALP) –speaking, listening, reading, and writing needed for academic success -relies more on Tier II words that have a different meaning in Tier III (i.e.: factor) and Tier III. (Takes at least 5 years)

In *Understanding ESL Learners: Distinguishing between Basic Interpersonal Communicative Skills (BICS) and Cognitive Academic Language Proficiency (CALP)* from the Alberta's Teachers Union based on research from Cummins, J. (1989) and Meyers, M. (1993) T the following diagram provides a visual representation of the complexity of CALP.



<https://www.teachers.ab.ca/SiteCollectionDocuments/ATA/Publications/Specialist-Councils/ESL-3-1%20Distinguishing%20between%20BICS%20and%20CALP.pdf>

Resources

<https://www.wordreference.com/> (18 languages)

<https://www.linguee.es/> (translates text from 10 languages)

Teaching Semantics (Vocabulary)

Teach vocabulary in an explicit, systematic way

Choose the vocabulary that your students most need to know in order to support their reading development and content area learning. Plan for repeated exposures to ensure mastery. When introducing new vocabulary be sure to provide student-friendly definitions for words important to the task at hand.

Teach vocabulary thematically

Organize vocabulary around a common theme and choose reading materials that reinforce that vocabulary in context.

Teach vocabulary by focusing on common root words and affixes to expand word knowledge

Learning about roots, prefixes, and suffixes is a great way to reinforce and expand ELs understanding of English words. Breaking the words down into smaller pieces makes unfamiliar words more comprehensible.

Capitalize on cognates

Teach students to make the connection between words that are the same or similar in English and in their primary language. This is an easy way to improve both vocabulary and reading comprehension.

Example from Spanish

Perfect Cognates: (Spanish/English)

ELA: English/Spanish			
actor	chocolate	literal	principal
animal	decision	manual	revision
agenda	drama	material	television
auto	idea	oral	
carbon	irregular	original	
central			

Math/Science: English/Spanish			
area	dimension	gas	metal
carbon	error	horizontal	probable
circular	experimental	lateral	total
diagonal	factor	kilo	vertical
	formula	multiple	

Social Studies: English/Spanish			
colonial	electoral	global	municipal
control	federal	industrial	noble
criminal	festival	invasion	social
cultural		medieval	
debate			

Resource: www.realfastspanish.com/vocabulary/Spanish-cognates

Ensure that your students learn the following dimensions of new words:

- The ability to define a word
- The ability to recognize when to use that word
- Knowledge of its multiple meanings
- The ability to decode and spell that word
- Understand how the word is used figuratively

Tier I Vocabulary

Tier I vocabulary includes the basic concepts that we target in therapy. It also includes Dolch or Fry words that students learn to identify as they are learning to read. As we think about BICS and CALP, BICS relies heavily on Tier I vocabulary.

- Approximately 8,000 words at this level
- Students learn to identify or decode with instruction.
- They learn to identify them in print because they are already in their speaking vocabulary.

Examples of Tier I Vocabulary Basic Concepts

The following chart provides basic concept categories. The area that we start with should be based on what words are expected to be understood for participation in the classroom.

Adjectives:						
Colors	Spatial Concepts	Quantity	Quality	Shape	Weight/ volume	Location
orange	on			square	empty/full	top/bottom
green	off	two	open/closed	round	big/little	outside/inside
yellow	under	three	dirty/clean	oval	tall/short	in front/behind
blue	over	all/none	hard/soft	rectangle	fat/thin	heavy/light
black	next to	one/1 more	old/new	octagon	large/small	up/down
white	behind	full/empty	wet/dry	hexagon	wide/narrow	there/here
orange	beside	half/whole	used/new	heptagon	thick/thin	top/bottom
pink	above	less/more	rough/smooth		heavy/light	under/over
purple	below		messy/neat			first/last
red	around		noisy/quiet			above/below
beige	through		weak/strong			second/third
tan			dark/light			through/around
turquoise			straight/crooked			left/right

Adjective: Emotion	Basic Nouns	Verbs	Pronouns	Time	Sight Words
good/bad	book	go	he	finished/start	Dolch Words
happy/sad	boy	stop	she	night/day	Fry Words
same/different	girl	come	his	first	
ugly/pretty	house	run	hers	second	
love/hate	car	walk	it	fast/slow	
weak/strong	mother	jump	they	young/old	
	father	play	hers	near/far	
		stroll	his	early/late	
		slide	theirs		
		ride	my		
		skip	mine		
		climb			



Strategies for Tier I Vocabulary

The following section will demonstrate some strategies that work well for Tier I vocabulary.

Story Based Vocabulary Instruction

Story-based vocabulary instruction is the only proven method of increasing vocabulary in primary grades. This involves reading books aloud two or more times and explaining some word meanings on each reading. Children can acquire 8-12-word meanings per week at school-enough to maintain average vocabulary gains during the primary years. No other methods of building vocabulary in the primary years have been empirically demonstrated/evaluated (Biemiller & Boote, 2006).

Research has shown that children who read at least 20 minutes a day outside of school experience substantially higher rates of vocabulary growth between second and fifth grade than children who do little or no reading (Anderson & Nagy, 1992).

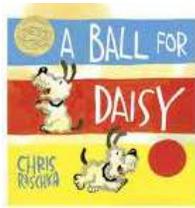
Books chosen should be culturally appropriate or the student should be able to relate stories from their culture.

Vocabulary/Story Boards

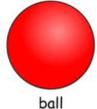
Make vocabulary/story boards to go with the story: Pick out vocabulary words that you are unsure if the student knows. Put these in order so that the student can then use the

pictures and vocabulary to retell the story. Make a second board that includes the words in L1.

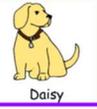
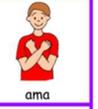
As you will see from the example, some simple Tier II words are typically added as well.



A Ball For Daisy

 Daisy	 ball	 loves
 park	 dog	 popped
 ball		

A Ball for Daisy Spanish Pictures

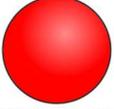
 Daisy	 bola roja	 ama
 parque	 perro	 estallidos
 bola azul		

Pictures from Lessonpix

Retell the Story

Ask the student to use their vocabulary board to retell the story.

Create Books in L1 for Home

<p>A Ball for Daisy</p>  <p>There was a dog named Daisy.</p>	 <p>Daisy loves her red ball. She would play with her ball and sleep with it too.</p>	 <p>There was another dog at the park that wanted to play with Daisy's ball.</p>	 <p>The other dog popped Daisy's ball. Daisy was sad.</p>
 <p>She loves her red ball.</p>	 <p>One day, Daisy went to the park.</p>	 <p>The other dog got Daisy a new blue ball.</p>	

Pictures and story from Lessonpix.

Draw a Picture

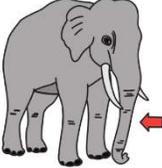
After story time, ask children to draw pictures to go along with the book. Discuss the picture including any targeted vocabulary.

Bridging the Gap from Tier I to Tiers II and III

English has several multiple meaning words. Sometimes these words are used as Tier I and other times as Tier II and also Tier III.

Multiple Meaning Words

English is complex regarding its multiple meanings of words (homonyms) that are spelled and pronounced the same but have different meanings (homographs) as well as words that are sound the same but are spelled differently and have different meanings (homophones).

 <p>bat (murciélago)</p>	 <p>bat (bate)</p>	 <p><small>bat</small></p> <p>(batear)</p>
 <p>trunk (tronco de arbol)</p>	 <p>trunk (maletero del carro)</p>	 <p><small>elephant trunk</small></p> <p>trunk (trompa)</p>

Tier II and Tier III

What is included in Tier II and Tier III will be included in the chart below. The same strategies that we can use to increase Tier II can also be used for Tier III. Tier II words can also be involved with BICS (“Explain that to me.”), but also moves into CALP. Tier III is CALP.

<p>Tier II High Frequency Words</p>	<p>Tier III Low Frequency Content Specific</p>
<ul style="list-style-type: none"> • Approximately 7,000 words that occur in mature language situations and literature • Important for reading comprehension • Contains multiple meaning words • Used across a variety of environments • Characteristics of mature language users • Descriptive words • Our speaking and reading vocabulary • Most important to teach because they are assumed that the students know them • Affixes and root words should be taught for Tier II as well <p>Examples: describe, explain, analyze, compare, contrast, review, comment, summarize</p>	<ul style="list-style-type: none"> • Approximately 400,000 words • Academic subjects • Hobbies • Occupations • Geographic regions • Technology • Weather

Vocabulary Instruction

1. Students must encounter words in context more than once to learn them.
2. Instruction in new words enhances learning those words in context.
3. Dictionary definition does not typically support learning new words for students with language impairments. They will often copy words that they do not know within the definition.
4. One of the best ways to learn a new word is to associate an image with it.
5. Direct vocabulary instruction works.
6. Direct instruction on words that are critical to new content produces the most powerful learning. (Marzano, Pickering, and Pollack, 2008)

Knowledge Rating Scale

The following rating scale can be used to determine which words a student knows and which they do not. This can then be used to determine which words should be targeted.

Word	Know It Well	Have Seen or Heard It	Have No Clue	Recognize it in context as having something to do with ...	What It Means

Blachowicz & Fisher, 2004

Six Step Approach to Teach New Vocabulary

Marzano's (2009) provides a six-step approach to teaching new vocabulary. (The first three steps introduce and develop initial understanding, while the last three steps shape and sharpen understanding.)

*****Students keep a vocabulary notebook

1. Provide a description, explanation, or example of the new term.
2. Ask students to restate the description, explanation, or example in their own words (linguistic).
3. Ask students to construct a picture, symbol, or graphic representing the term (nonlinguistic).
 - a) Nonlinguistic representations include graphic organizers, physical models, mental images, pictures and pictographs, and kinesthetic activity.

4. Engage students periodically in activities that help them add to their knowledge of terms in their notebooks.
5. Periodically ask students to discuss the terms with one another.
6. Involve students periodically in games that allow them to play with terms.
(Marzano & Pickering 2005, pp. 14-15)
- 7.

Numbers 4-6 from Marzano and the number of exposures needed are truly based on IQ. The following chart provides the number of exposures that are needed to truly learn a new word based on IQ. This study was completed using English only participants.

Strategies for Tier II and III

Sentence Frames for Vocabulary

Word	Meaning	Examples
	Definition: Related Facts More in-depth information	
<p>Question: A question for deeper thinking.</p> <p>Sentence Frame: I should _____ because _____.</p>		
<p>Picture</p>		

Example: Sentence Frames for Vocabulary

Word	Meaning	Examples
Snake	A noun that describes a reptile with a long, slender body but no arms or legs. Snakes are closely related to _____ (lizards). There are _____ (2,900) different species or kinds.	Snakes are found throughout the _____ (world) except for _____ and _____ poles. Most snakes live on the _____ (ground) but some prefer _____ (trees).
<p>Question: What kind of snakes should you avoid?</p> <p>Sentence Frame:</p> <p>I should avoid _____ snakes because _____.</p>		
<p>Picture</p>		

Vocabulary Analysis: Frayer Model

The Frayer Model includes the linguistic and nonlinguistic representation required for students to make words their own (Frayer & Klausmeier, 1969).

Step 1

The educator provides a user friendly definition including synonyms and antonyms if appropriate.

Step 2

The student restates in his/her own words before drawing a picture to make sure the student truly understands the definition. (i.e., "If you were to draw a picture, what would it be?")

Step 3

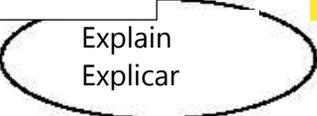
If the student's definition matches the meaning of the word, the student then draws a picture.

Step 4

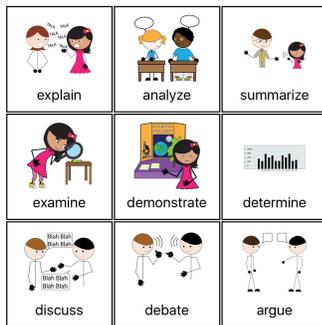
The student then tells the educator what the sentence will be before he/she writes the sentence.

Frayer Model for Vocabulary Analysis

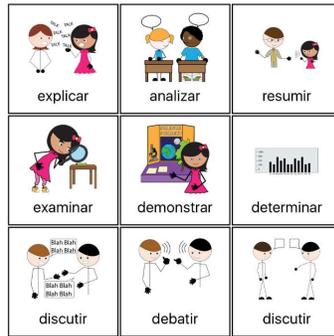
Vocabulary Worksheet			Frayer Model
Name: _____	Class: _____	Score: ____ / ____	
Definition Facts/Characteristics		Picture	
			
Synonym		Antonym	
Sentence			

Vocabulary Worksheet			
Name: _____	Class: _____	Score: ____ / ____	
Definition Facts/Characteristics Make something more understand	Hacer algo más comprensible dando ejemplos	Picture 	
			
Synonym Describe (describer)		Antonym Confuse (confundir)	
Sentence: Please explain why you left the classroom. Por favor, explique por qué dejó el aula			

Match English to native language pictures.



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Books in Both Languages

Provide the same audiobooks in native language and English for the student to listen to.

Resources

<https://www.fluentu.com/blog/where-to-buy-books-in-other-languages/> (books)

<https://www.fluentu.com/blog/language-audio-books-2/> (audiobooks)

<https://ielanguages.com/blog/free-childrens-books-apps-languages/> (Children's audiobooks Apps)

Computer Based Strategies

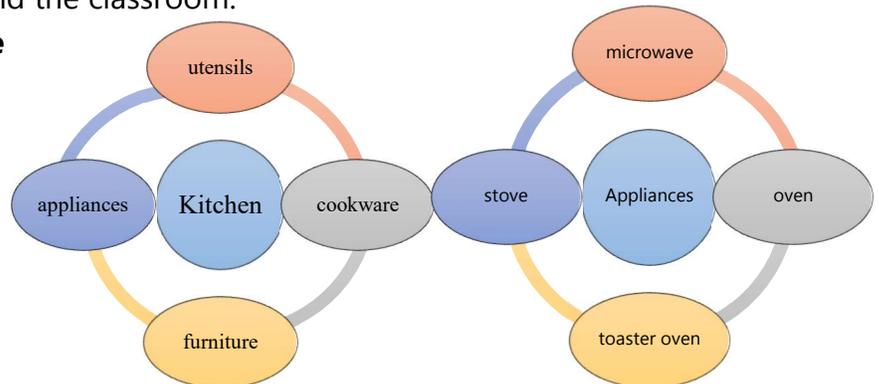
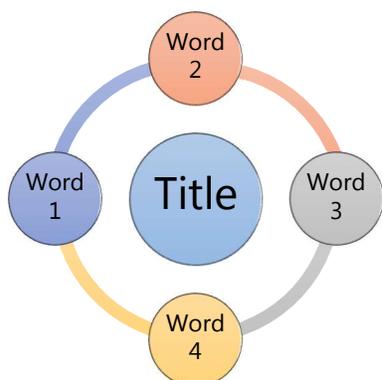
Use computer based applications such as Google Read and Write that will highlight text so the student can see and hear the words at the same time.

Building Vocabulary Connections

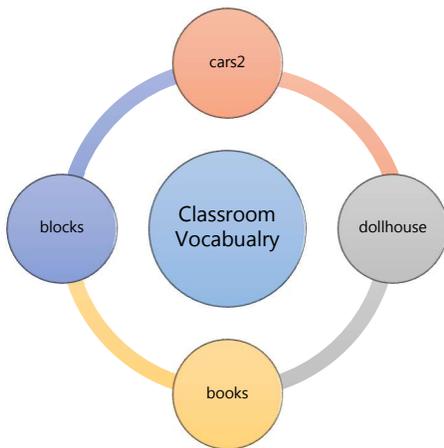
Categories

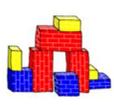
This is a great activity to give parents for home vocabulary or can be used to concentrate on vocabulary around the classroom.

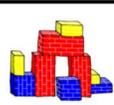
Around the House



Around the School

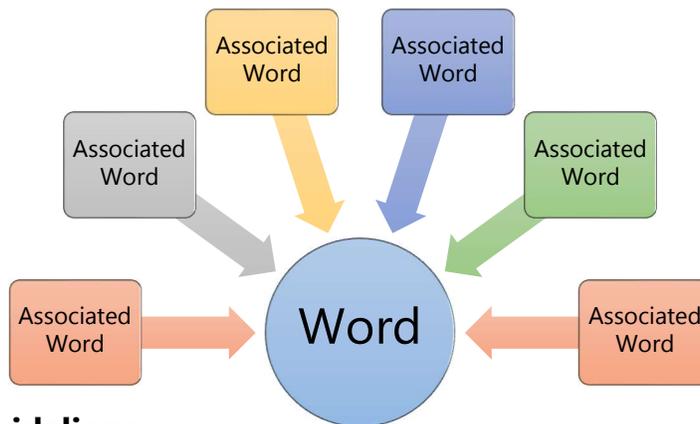


Around the School		
 blocks	 cars and trucks	 dollhouse
 reading center	 arts and crafts	 circle time
 sensory center	 writing center	 dress-up

Around the School Spanish		
 bloques	 coches y camiones	 casa de muñecas
 centro de lectura	 artes y manualidades	 círculo de tiempo
 centro sensorial	 centro de escritura	 vestirse

Related Words - Making Connections within the Content

Ask student to write down all of the other terms or words they know that can be associated with a particular term/word/phrase.



Overall Guidelines

Build on Prior Knowledge

Make connections to the students' previous experiences and cultural backgrounds,

Use Advance Organizers

Use advance organizers (structural overviews, diagrams, charts, graphs, etc.) when presenting new material.

Develop Learning Strategies

Assist students in developing strategies which will help them become independent learners (asking questions for clarification, seeking help from peers, good study habits, etc.)

Preview, preview, preview!

Before reading, pre-teach essential vocabulary and preview the content. "Walk" through the book or chapter, looking at the pictures and demonstrating how the previewed vocabulary is used in context since vocabulary is learned best through meaningful associations.

Teach and build academic vocabulary

English language learners need continued instruction in academic vocabulary as they encounter new subjects and new ideas at the high school level. Work with colleagues to identify and teach the vocabulary that ELs need to be successful readers and learners in each of their other classes.

Teach vocabulary specific to content

A student's maximum level of reading comprehension is determined by his or her knowledge of words. Teach key words that children will need to comprehend texts, learn the content in those texts, and pass tests.

Activity

For a student to have enough exposures of a word, they have to have numerous exposures as demonstrated above based on the research of Gates (1931) and McCormick (1999). One the students are given a user friendly definition and they analyze the word by adding a nonlinguistic representation and writing a sentence, an activity such as the one below could be used to provide the additional exposures.

Conversation Competition

Materials needed: • Unit's word list for each student (can also use index of book)

The Rules:

- Assign each student a partner.
- When the teacher says go, the students stand up and have a specific amount of time to talk with their partners on any appropriate subject.
- They must use at least 10 of the unit's words in their conversation and check them off as they use them.
- When they have used all 10, they sit down.
- The first students to finish win a prize, but only if they share their conversation with the class and use the words correctly.

Possible Modifications for ELs and Students with Special Needs

- Partner ELs with native speakers. •
- Use a shorter list of words. •
- Give students specific topics to discuss.

Word List

Early Elementary	Elementary Students	Middle/High Students
next to	habit	adjacent
above	arrange	barren
mountain	gradual	disrupt
valley	risk	available
river	clever	customary

<https://www.flocabulary.com/vocabulary-mini-games/>

Goals and Objectives

Goal

(Timeframe), ____ will use (Tier I low content/high frequency basic vocabulary including basic concepts (adjectives), nouns, verbs, Tier II high content/low frequency, Tier III curriculum based) in (phrase/sentence/conversation) in 8/10 of the opportunities with (minimal / moderate / maximal cues/)

Objective Examples

At the 9 week grading period (or the specific date), ____ will use common nouns and verbs in 8/10 of the opportunities with moderate cues.

At the end of the second grading period (or a specific date), ____ will common nouns and verbs in phrases and sentences in 8/10 of the opportunities with minimal cues.

At the end of the third grading period (or a specific date), ____ will use common nouns and verbs in oral and written sentences in 8/10 of the opportunities with moderate cues.

At the end of the academic year, ____ will use common nouns and verbs in 8/10 of the opportunities in conversation, reading, and writing with minimal cues.

Reflection and Review:

Are there multiple meaning words in the L1?

Are there any cognates?

Where would you begin with your semantic instruction?

What would be your systematic approach?

What are some strategies discussed today that you can use in therapy?

What are some strategies that you use that you can adapt based on the information you are learning today?

Conclusion

Acquisition of vocabulary relies heavily on stages of acquisition and basic interpersonal communication (Tier I and II) and Cognitive Academic Language Proficiency (Tier II and Tier III). As we assess a student, we must determine the stage of acquisition and the part this is playing in vocabulary acquisition when determining a language disorder.

Pragmatics

Pragmatics is the most complex aspect of linguistic functioning, as it requires integration of information across numerous cognitive systems (Martin & McDonald, 2003).

Consequently, for intervention to yield effective long-term outcomes, clinicians need to approach pragmatics as an integrative domain combining linguistic knowledge with **neurocognitive abilities** to include:

- Supralinguistic skills: main idea, supporting details, reasoning skills, inference, predictions, figurative language
- Executive function skills: working memory, attention, planning, organizing, sequencing, theory of mind/flexibility
- Background/world knowledge

Definition of Executive Functions

A set of processes that all have to do with managing oneself and one's resources to achieve a goal. It is an umbrella term for the neurologically based skills involving mental control and self-regulation (Cooper-Kahn & Dietzel, 2008).

Executive Skills to Guide Behavior

- Response Inhibition
- Emotional Control
- Sustained Attention
- Task Initiation
- Flexibility
- Goal Directed Persistence



Thinking Skills to Plan and Achieve Goals

- Planning
- Organization
- Time Management
- Working Memory
- Metacognition (hold information in mind while performing complex tasks. Ability to draw on past experiences to apply to situation at hand or project into the future). The ability to take a look at oneself in a situation, observe how to problem solve, self-monitoring and self-evaluation. (Dawson and Guare, 2018)

Research demonstrates that students who are bilingual demonstrate better executive functioning skills. The following information is presented on these skills that are more advanced in typically developing bilingual students:

- Metalinguistic awareness, which is the ability to focus on and direct attention to particular aspects of language, to reflect upon language and to evaluate it (as opposed to direct language use) (Dillon, 2009).
- Problem-solving that requires attentional control (Baddeley, 1996; Bialystok, 1999, 2006a, 2006b, 2007, 2009),
- Inhibitory control in languages and working memory capacity (Engle, 2002; Kane, Bleckley, Conway & Engle, 2001; Ransdell, Barbier & Niit, 2006; Ransdell, Arecco & Levy, 2001)
- Cognitive flexibility between two languages and perspectives (Cummins, 1976; Peal & Lambert, 1962; Ricciardelli, 1992).

Targeting Figurative Language

Many students who demonstrate difficulty with pragmatics demonstrate difficulty with figurative language. This is especially true for EL. Combine a second language with a pragmatic language disorder and the meaning of figurative language can significantly impact the student's ability to participate with peers and in the classroom. Idioms and

current expressions are used both by peers and teachers. The understanding of these two types of figurative language can support pragmatic skills.

Idioms

Having a meaning that cannot be derived from the meanings of its elements. The following represent some idioms that those working with students may use.

Brainstorm Give it a shot – Try Think outside the box -big ideas Reach for the sky – limitless possibilities Hit the books Show of hands Passed with flying colors Lost in thought Have an open mind -think about what could happen Rule of Thumb Sit tight Speak your mind - Say what you really feel	Read between the lines - Find the hidden meaning Draw a blank - Can't remember Get your act together - Behave properly Play it by ear - Improvise Have second thoughts - Have doubts A piece of cake - Very easy Slipped my mind - I forgot Cross your fingers - For good luck Be in hot water - Be in trouble Get cold feet - Be nervous A rip off - Too expensive
---	---

Resources

<http://examples.yourdictionary.com/simile-examples-for-kids.html>

<https://www.myenglishteacher.eu/blog/english-idioms-related-to-school/> (has pictures to go with some of the above examples)

<https://www.fluentu.com/blog/educator-english/teach-english-idioms/> (teaching idioms to EL students)

<https://jimmysl.com/esl-idioms-worksheets/> (Worksheets that could be the basis of your activities. Please do NOT use worksheets to teach idioms. You could use these to assess what they have learned.)

Current Expressions

It is also important to listen as you converse or overhear students talking. Listen for the expressions that they are using with one another and make a list. Target these to support social communication.

Examples:

• Hit me later.	• I flunked.
-----------------	--------------

<ul style="list-style-type: none">• Ditch/cut class• I'm broke.• Let's go fifty- fifty• I messed up.	<ul style="list-style-type: none">• Dude• You've got to be kidding.• Have the guts• It's a long story.
---	---

How to Teach Idioms

The following list is from the website <https://www.fluentu.com/blog/educator-english/teach-english-idioms/>

- Sit in on some of the students' classes and listen for the idioms being used by the teachers. Target these first.
- Introduce Amelia Bedelia
- Use a theme and present the idioms within the context of the theme.
- Teach idioms with pictures.
- Be sure to explain how the individual words have different meanings each.
- Idioms should be presented in spoken form (do not just provide a list in writing)

Increasing Classroom Participation

Mohr & Mohr (2015) and Hilliker (2018) provide the following ways to increase participation in the classroom.

Use shorter directions and known vocabulary

This will provide the student with a greater understanding of the content and expectations.

Rephrase or clarify

This will allow the opportunity to hear the directions more than once, thus, facilitate student comprehension.

Create wait time for students to consider a question and formulate a response

Students may require more time to process the information presented. Wait time gives them the time without the educator stating the information again which just stacks on top of the information they are already trying to process.

Use visual supports

Visuals provide an avenue for explaining concepts to students and provide learners an additional way of accessing the information they may not have the language proficiency to understand in its written or spoken form alone.

Ideas:

- photos
- graphs
- gestures
- real-life objects
- quick drawings
- clipart and other images added to definitions, directions, and reading passages

Ask the students to explain the directions or activity to a partner

This provides an opportunity for the students to share what the activity is about. Students could share in L1 or L2.

Repetition of Content

Repetition is essential for ELs to be able to acquire new vocabulary, content concepts, and sentence structures. It is unrealistic to expect that language learners will be able to process and retain new information that's introduced only one time.

- Rewind videos
- Replace longer videos with shorter clips that can be replayed for students more than one time.
- Review with students at the end of class. Dedicate the last 5-10 minutes of class every day to leading the students in some type of quick review activity of the information you covered in the day's lesson.
- Play daily and weekly review games.
- Plan for student interaction.

Use an interaction strategy like Inside-Outside Circle that requires students to answer the same question aloud multiple times to different partners.

Activity

Inside Outside Circle

1. Students number off 1-2.
2. ONES make a line, shoulder-to-shoulder.
3. TWOS make a line facing the ones.
4. Teacher/SLP places a question on the board.
5. At the signal, ONES step forward. Students share answer to the question.
6. When finished sharing, ONES step back and shares with the next person.
7. TWOS step to the left for a new partner.
8. One student at the end moves down the line to their new partner.
9. Repeat 1-7 with a new question

Respect the culture of the student

Students may come from cultures that do not expect students to ask or answer questions during classroom discussions. These students often perceive the teacher to have elevated status and think that, as students, they should respectfully listen — rather than talk — in the company of their teachers.

Reflection and Review:

How is pragmatics impacted in your EL students? Is this based on a pragmatic disorder or a cultural difference?

What can you do to support your students with interaction with peers?

What can you do to support your students with classroom participation?

What new strategies that we discussed will you try or current strategies that you use that you will adapt?

Conclusion

When assessing and targeting social pragmatic skills, it is imperative to understand the student's cultural background. What we may view as a pragmatic disorder may actually be steeped in the cultural identity of the student and should not be mistaken as a disorder.

Supralinguistic Skills

The following provides ways to support supralinguistic skills.

- **Relevance:** Make sure the information is relevant to the student's world. Help students' problem solve to find the relevancy (Do not tell them! – You will not get buy in!)
 - **Do the students know how the information being presented relates to their lives?**
- **Pique Curiosity and Creativity**
 - What do you do to make the students curious about your topic?
 - Are you creative in your teaching approach?
- **Multimodality learning** triggers both the left and right hemispheres of the brain
- **Consistency** across all grade levels and educators with teaching strategies (i.e.: vocabulary cards, following the same steps for solving math story problems, required method of note taking (i.e.: Cornell Notes), Venn diagrams for comparing/contrasting, webs for determining main idea and details as well as for organization of writing, etc.)
- Always base **new information** on what the student already knows (i.e.: Use a Place Value Chart when teaching ones, tens, hundreds, etc. Use the Place Value Chart when teaching decimals or information regarding the same subject learned the previous year.)
- Have the students **preread** and take notes (using the required note taking method) what will be presented in class the next day. Provide your Power Point or notes for the students to review before presenting the information.
- Provide **visual strategies** (webs, Venn Diagrams, pictures, etc.) whenever possible. Inspiration software (www.inspiration.com) is a resource that should be considered.

Therapy Strategies

Sentence Frames to Support Supralinguistic Skills

The following sentence frames were developed by Hemmings, 2010.

Expressing an Opinion

I think/believe that... It seems to me that... In my opinion...

Predicting

I guess/predict/imagine that... Based on..., I infer that... I hypothesize that...

Individual Reporting

I discovered from ____ that... I found out from ____ that... ____ pointed out to me that... ____ shared with me that ...

Acknowledging Ideas

My idea is similar to/related to ____'s idea. I agree with ____ that... My idea builds upon ____'s idea.

Highlighting for Main Idea and Supporting Details

The second highlighting strategy assists the student with finding the main idea and supporting details of information presented. This may be the main idea and supporting details for a short story or literature chapter, or it may be the main idea and supporting details for each paragraph for informational text. The student should highlight the main idea in one color and the supporting details in another color.

John Robert Lewis (February 21, 1940 – July 17, 2020) was an American politician and civil-rights leader who served in the United States House of Representatives for Georgia's 5th congressional district from 1987 until his death in 2020 from pancreatic cancer. Lewis served as the chairman of the Student Nonviolent Coordinating Committee (SNCC) from 1963 to 1966.

Lewis was one of the "Big Six" leaders of groups who organized the 1963 March on Washington and the last surviving one at the time of his death. He fulfilled many key roles in the civil rights movement and its actions to end legalized racial segregation in the United States. In 1965, Lewis led the Selma to Montgomery marches across the Edmund Pettus Bridge. In an incident which became known as Bloody Sunday, armed Alabama police attacked unarmed civil rights demonstrators, including Lewis, Hosea Williams, and Amelia Boynton.

A member of the Democratic Party, Lewis was first elected to Congress in 1986 and served for 17 terms in the U.S. House of Representatives. Due to his length of service, he became the dean of the Georgia congressional delegation. The district he represented includes the northern three-quarters of Atlanta.

He was a leader of the Democratic Party in the U.S. House of Representatives, serving from 1991 as a Chief Deputy Whip and from 2003 as Senior Chief Deputy Whip. Lewis received many honorary degrees and awards, including the Presidential Medal of Freedom.

[https://en.wikipedia.org/wiki/John_Lewis_\(civil_rights_leader\)](https://en.wikipedia.org/wiki/John_Lewis_(civil_rights_leader))

Comparing and Contrast

After using a Venn diagram for many years, finding this mind map for comparing and contrasting has made these concepts much easier for students. With the Venn diagram, the similarities separate the differences, which is visually difficult for many students. The diagram below places the similarities first, then provides two columns in order to contrast the two items. Students are encouraged to provide the direct opposite when determining differences. Doing so organizes the differences in case the information from the mind map is then taken into writing.

Compare and Contrast Chart

readwritethink
© 2011 IRANCTE

Item #1 _____ Item #2 _____

How are they alike?

How are they different?

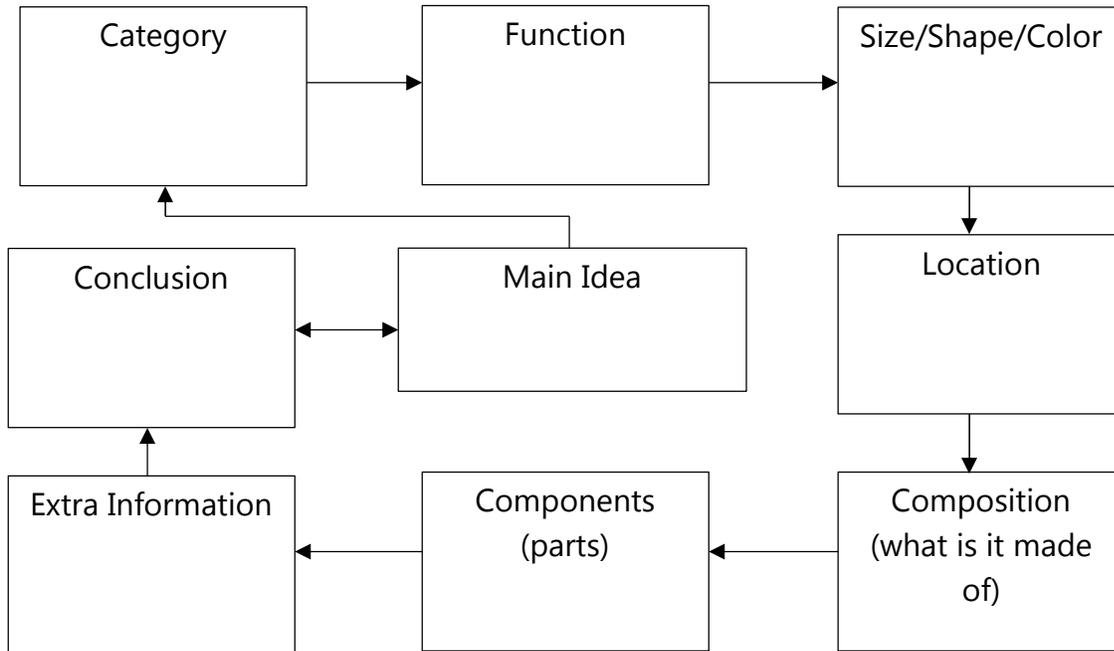
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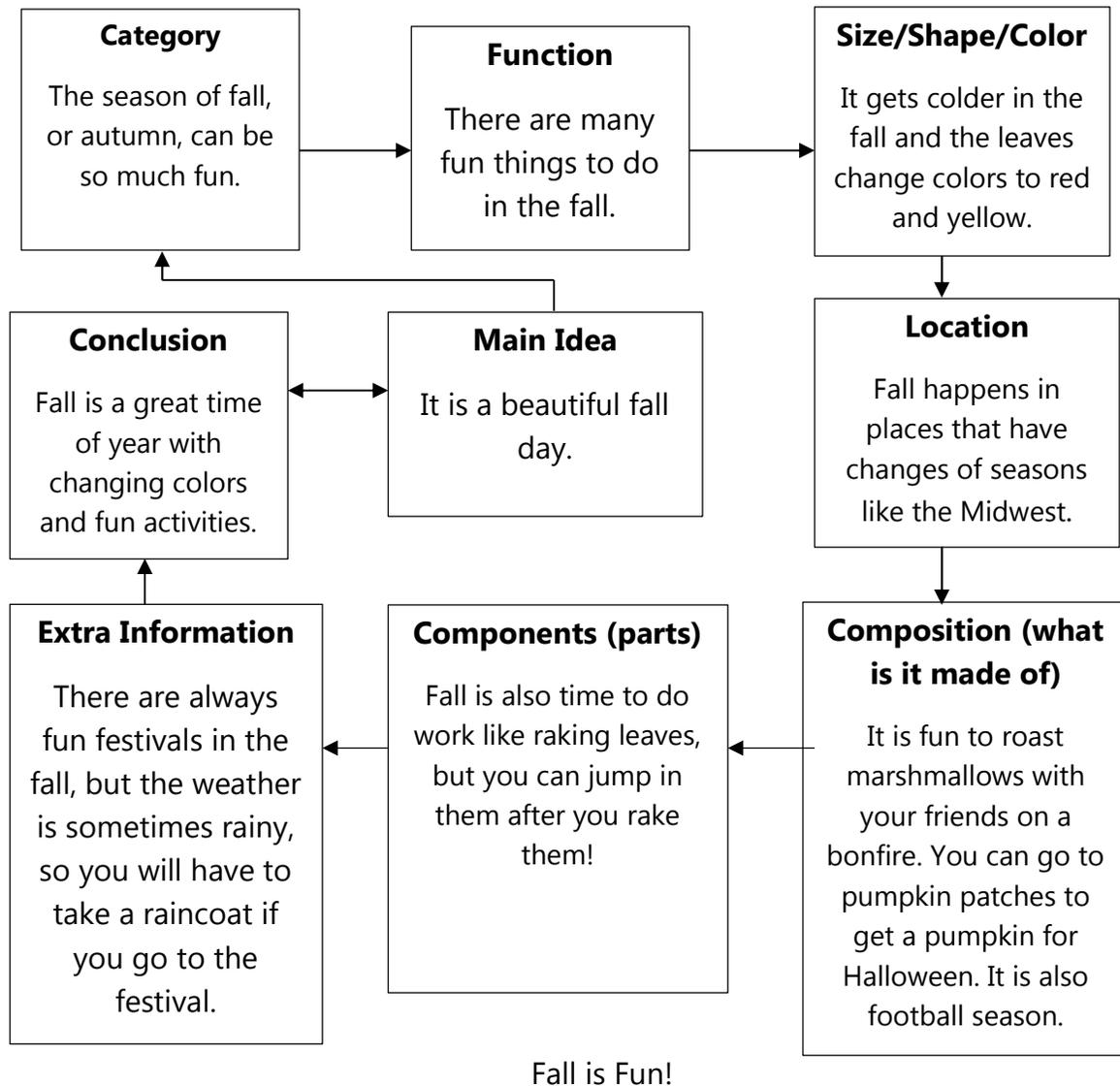
<http://www.readwritethink.org/classroom-resources/printouts/compare-contrast-chart-30198.html>

Use a Descriptive Mind Map

The following mind map includes categories for each box, which provide a student with more structure while writing. A student may be able to write information for about a half of sheet of paper using a basic mind map but can expand it to a full page by using the descriptive mind map.



Example



It is a beautiful fall day. The season of fall, or autumn, can be so much fun. There are many fun things to do in the fall. It gets colder in the fall and the leaves change colors to red and yellow. Fall happens in places that have changes of seasons like the Midwest. It is fun to roast marshmallows with your friends on a bonfire. You can go to pumpkin patches to get a pumpkin for Halloween. It is also football season. Fall is also time to do work like raking leaves, but you can jump in them after you rake them! There are always fun festivals in the fall, but the weather is sometimes rainy, so you will have to take a raincoat if you go to the festival. Fall is a great time of year with changing colors and fun activities.

Goals and Objectives

These goals will mostly be in the 3rd-12th grade standards. The following key words in Reading Literature, Reading Informational Text, and Composition will indicate standards that require supralinguistic skills.

Summarize Explain Analyze	Determine Integrate Compare/Contrast	Describe Apply
---------------------------------	--	-------------------

Reflection and Review:

How can you support supralinguistic skills for speaking and listening that will easily carry over to the reading and composition standards?

What visual graphic strategies can you implement that can be used across multiple teachers and multiple grade levels to support EL students?

What can you do to support the students with classroom participation?

What new strategies that we discussed will you try or current strategies that you use that you will adapt?

Supralinguistic Skills Conclusion

Supralinguistic skills allow the student to access the curriculum that leads to academic success. The ability to determine the main idea of information, understand the important details, make predictions and inferences, and reason through a problem or situation are critical skills for all aspects of the student's life.

Take Aways

- Deep culture provides the root for a student's background knowledge and what is most important in one's culture. This should always be at the forefront when setting therapy goals and strategies.

- Students must be given time to learn a new language. This process can take up to 10 years.
- If the student is not progressing through the stages of a new language acquisition, questions need to be asked to determine when and if we get involved.
- We must understand the differences that may exist between L1 and L2 to determine if what we are observing are due to language differences.
- If the development indicates a possible language disorder, the assessment must be culturally sensitive and provided in a way to get the total picture of language in both languages.
- Whenever we can begin with what should be similar in both languages and then move to what is English only, the student can make connections between both languages.

Presentation Conclusion

For students who are English Language Learners, it is important to understand as much about the first language as we can. Making connections between the first language and English can lead to increased neural pathways to gain command of English faster. When working with a student who is both an English Language Learner and has a language disorder, understanding the morphology, phonology, syntax, and semantics in the first language will help bridge the gap to language acquisition in both languages.

It is imperative to do our research before serving an English Language Learners.

- Understand stages of acquisition and strategies to support each state
- Understand the morphology, phonology, syntax, and pragmatics of the L1
- Determine patterns that appear to be differences.
- Know the red flags to determine a disorder.

If we attempt to link L1 and L2 together, we can significantly impact outcomes and academic success for the students we serve.

Thanks for Joining Me!

Margo

Work Cited available on Google Drive

<https://drive.google.com/file/d/1nP2j62ePPyJyudV1eN7-oJABuznTfu96/view?usp=sharing>

Notes



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SEMINAR AGENDA

School-Based SLPs: Language Disorders vs. Language Differences for English Language Learners

INSTRUCTOR: Margo Kinzer Courter

COURSE CODE: XY8

SCHEDULE:

	In-Person Seminars	Live Online Seminars
Seminar Begins	8:30 AM	9:00 AM
Lunch Break	11:45 AM – 1:00 PM	12:00 PM - 1:00 PM
Seminar Concludes	3:15 PM	3:30 PM
Survey for verification of attendance for Certificate of Participation, CEU or credit eligibility		

TOPICS TO BE COVERED

- ❖ Determine a Language Difference vs. a Language Disorder in English Learners (ELs)
- ❖ Build Your Toolbox of Highly Effective and Engaging Strategies for ELs
- ❖ Increase Language Skills for English Learners
- ❖ Problem Solve Language Differences to Bridge the Language Acquisition Gap
- ❖ Strengthen Your Direct Therapy or MTSS/RTI Services
- ❖ Improve Critical Phonemic and Phonological Awareness Skills
- ❖ Increase Basic Interpersonal Communication Skills (BICS)
- ❖ Increase English Learners' Academic Success with CALP
- ❖ Increase Collaboration and Consultation to Better Support ELs

SEMINAR EVALUATION

School-Based SLPs: Language Disorders vs. Language Differences for English Language Learners

Presented by **Margo Kinzer Courter**

Required BER Evaluation

At the conclusion of today's program please complete the online BER evaluation. Your timely completion of this evaluation is **required** to receive a certificate of participation, as this is how we will verify your hours of participation. Before leaving for the day, please submit your evaluation as the link will permanently expire by 4pm.

**After the Seminar
Access the Required BER Evaluation Here:**



<https://at.ber.org/XY8>

You will need this special code:

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Certificate of Participation

After you complete the required BER evaluation (above), your certificate of participation will be emailed to you within 10 business days. If you have any questions or concerns, email info@ber.org or call 1-800-735-3503.